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PSYCHOLOGICAL INTERVENTIONS  
PSCH 382 (12254) | Fall Semester 2021 | Syllabus

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Instructor: Carmen Ochoa-Galindo, Ed.D., LCPC      Office: BSB 2056C  
Location: BSB 2019\*\*\*      Office Hours: By appointment  
Day: Tuesdays & Thursdays      Time: 12:30 pm – 1:45 pm  
E-mail: [cochoa2@uic.edu](mailto:cochoa2@uic.edu)

**\*\*\*This class will be imparted as a hybrid mix; Check calendar for when we are meeting in person vs remotely\*\*\***

Teaching Assistant:  
Marie Chesaniuk  
[mchesa2@uic.edu](mailto:mchesa2@uic.edu)  
office hours: by appointment

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**Prerequisites**

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PSCH 210 or PSCH 231 or PSCH 312; and PSCH 270, and a grade of C or better in PSCH 242.

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**Required Textbooks**

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Davis, M., Robbins-Eshelman, E., & McKay, M. (2019). *The Relaxation and Stress Reduction Workbook, Seventh Edition*. New Harbinger Publications.

Prochaska, J., Norcross, J., & DiClemente, C. (1995). *Changing For Good*. NY: Quill/HarperCollins.

Sperry, L., & Binensztok, V. (2019). *Ultra-Brief Cognitive Behavioral Interventions: A New Practice Model for Mental Health and Integrated Care*. Routledge Publisher.

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**Course Description**

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The aim of this course is practical application of psychological theories and principles used to change behavior and treat psychological problems. The focus is understanding and utilizing behavioral and transtheoretical models to select, implement, and evaluate interventions and assess behavior change.

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## Course Goals

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1. Learn some theories that form the bases for psychological interventions
  2. Identify and implement some specific models and techniques of intervention
  3. Understand the processes and stages of intervention and change
  4. Learn other relevant issues, e.g., ethical and methodological issues in the practice of psychology and counseling
  5. Learn and practice some techniques for stress and relaxation
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### I. Attendance and Participation: 30 pts

Participation in course activities is essential to learning and skill development. Students are expected to attend class, read the assigned text chapters (and other material) *before each class*, contribute to class discussion, and participate in class activities. **You will get 2 points for attendance and participation per class. If you miss a class, you cannot make up the points for that day.**

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### II. Exams: 50 pts each; total 100 pts

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There will be two exams, a midterm and a final, each worth 50 pts.

- a. Exams will be non-cumulative
- b. Exams will consist of short answer, true/false, and multiple choice questions
- c. A study guide will be provided to you one week before the exam
- d. Exam content will be based on readings **and** lecture material
- e. Exams will **NOT** be available for make-up unless there has been some catastrophe (e.g., serious illness/ death in family) that can be documented (e.g., doctor note). In such a case, Dr. Ochoa-Galindo must be contacted **before the exam, on the day of the exam, or no more than 1 day (24 hours) after the exam.** Students who do not contact Dr. Ochoa-Galindo in this time frame will not be allowed to make up the missed exam, **No Exceptions!** Make up exams will be taken in Dr. Ochoa-Galindo or Marie's office
- f. **Cell phone use (e.g., ringing/talking/texting) during an exam = minus 5 points.**
- g. **Forgetting to put your name and UIN on the exam= minus 3 points**

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### III. Paper Assignment: 50 pts

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You will write a 5-6-page research paper focusing on brief psychological interventions for a specific disorder (e.g. depression, anxiety etc...) Specifically, you will provide a critical comparison of two types

of ultra-brief CBT interventions of treatment for the same disorder. A handout will be provided with detailed instructions and a grading rubric. **The paper is due during week 9.**

#### IV. **Group Presentations: 50 pts**


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You will be put into groups of 3 and do a “mini lecture” on one of the chapters in the *Stress and Relaxation Workbook*. You will provide background information on the technique, and will lead the class in demonstrating how the technique works. More information will be provided in a separate handout. Groups will present during the last three classes of the course.

#### **Classroom Expectations and Course Policies**

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1. **Entering & Leaving Class:** Make every effort to be on time for class. When the class is being conducted online on specific dates, it is your responsibility to be in the zoom meeting on time. Students are expected to remain in class until dismissed. Early departure may be acceptable for legitimate reasons that are discussed with the instructor in advance. When we are in class remotely, **you are to have your camera on during class time/zoom meeting.**
2. **Electronic Devices:** Students are expected to devote their full attention to class activities. Cell phones and other communication or electronic devices should be turned off or set to silent mode and should not be used in class. Completion of work for other courses or involvement in social media during class time is strictly prohibited. Accordingly—with the exception of note-taking—use of laptops, netbooks, or tablets during class time is prohibited. Exceptions to this rule may be made for compelling educational reasons and must be approved in advance by the instructor.
3. **Open-Mindedness and Respect:** Come to class with an open mind and be willing to listen to alternative viewpoints and perspectives. Students are asked to respect diverse points of view and understand that each person’s background and life experiences have shaped who they are today. Religious, moral, or political perspectives are welcome when appropriate, but speech which demeans or oppresses other individuals, or actions that disrupt the classroom will not be tolerated. Students who violate this policy may be asked to leave the classroom and the instructor will contact the appropriate officials in accord with university policy.
4. **Clinical & Counseling Resources:** It is not unusual for topics covered in psychology courses to elicit unexpected issues for students. If you feel you, or someone you know, needs counseling, please contact the Counseling Center at (312) 996-3490. All services are free and completely confidential. In addition, the Office of Applied Psychological Services (OAPS) is an on-campus clinic that offers mental health services based on a sliding scale. Call (312) 996-2540 to make an appointment.

5. **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 50 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.
  
6. **Students with Disabilities:** Appropriate accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class and arrange to meet with him in person to discuss accommodations needed for the course. Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312/413-2103 (voice) or 312/413-0123 (TTY).
  
7. **Academic Integrity:** Cheating, plagiarism, fabrication, or other violations of the UIC Guidelines Regarding Academic Integrity will be addressed in accord with the policy's stipulations. Students who engage in academic misconduct will receive a grade of zero on each assignment or exam implicated and possibly a grade of "F" for the course. Furthermore, students will be subject to disciplinary actions by university officials and/or civil authorities. Refer to section 6.6 the student handbook ([www.uic.edu/depts/oa/SMAAPP/guide.pdf](http://www.uic.edu/depts/oa/SMAAPP/guide.pdf)) for specific rules regarding these matters.
  
8. **SafeAssign & Blackboard:** Part of the process of submitting assignments on Blackboard involves checking to see if your assignment has been successfully uploaded into the SafeAssign system. Students are responsible for ensuring that their assignments have been uploaded correctly. This can be done by checking in SafeAssign and also in the Gradebook, where an icon with a green exclamation mark will appear in place of the grade for the assignment until a grade is entered. 
  

If the green exclamation mark is not present in the Gradebook for that assignment, your paper has not been submitted and Blackboard will not have a record of your assignment. If other attempts to submit the assignment are unsuccessful, you must email the instructor and your TA, with your assignment as an attachment, as soon as possible. Late penalties will apply for assignments that were unsuccessfully uploaded onto Blackboard and were submitted late via email.

  
9. **Grades:** Grades are earned, not given. As such, grades will not be arbitrarily raised for any reason. If, for one reason or another, you absolutely must have an 'A' or other grade in this course, make sure you put start the semester by putting forth the required effort

to earn an 'A' or other grade and be sure you continue with that effort until the term ends. This includes reading the text, studying the material well in advance of exams, and asking questions when you don't understand something. If you are having difficulties, make an appointment to meet with the instructor.

10. **Syllabus and Course Changes:** The syllabus may be modified at any time to meet the objectives of the course or accommodate the needs of students. This may include change in the order of events, alteration of requirements, or adjustment of grading procedures. In the event that such changes are necessary, students will be notified right away and a revised syllabus will be posted on Blackboard.

### COURSE SCHEDULE

WEEK	DAY	TOPICS, ACTIVITIES & ASSIGNMENTS	READING
1 Remote learning	Aug. 24 Aug. 26	Introduction, Syllabus Review Ultra-brief interventions in Mental Health and Integrated Care	Chapter 1; Sperry & Binensztok
2 Remote learning	Aug. 31 Sept. 2	Brief Assessment in Mental Health and Integrated Care Practice Pattern-Focused Therapy	Chapters 3-4; Sperry & Binensztok
3 In Person	Sept. 7 Sept. 9	How you React to Stress Assertiveness Training	Chapters 1 & 17; Davis et al., Chapter 2 ; Sperry & Binensztok
4 In Person	Sept. 14 Sept. 16	Behavioral Activation, Behavioral Experiments, Behavioral Rehearsal Behavioral Self-Analysis, Stimulus Control	Chapter 2; Sperry & Binensztok
5 Remote learning	Sept. 21 Sept. 23	Goal Setting & Time Management Harm Reduction & Relapse Prevention	Chapter 2; Sperry & Binensztok Chapter 16; Davis et al.,
6 In Person	Sept. 28 Sept. 30	Cognitive Disputation, Push Button Technique, Thought Stopping Refuting Irrational Ideas	Chapter 2; Sperry & Binensztok Chapter 12; Davis et al.,

7 <b>In Person</b>	Oct. 5	Controlled Breathing, Other Breathing Techniques	Chapter 2; Sperry & Binensztok
	Oct. 7	Applied Relaxation Training	Chapters 4 & 7; Davis et al.,
8 <b>In Person</b>	<b>Oct. 12</b>	<b>Midterm (in person)</b>	
	<b>Oct. 14</b>	<b>No Class- focus on your Paper</b>	
9 <b>In Person</b>	<b>Oct. 19</b>	Mindfulness	<b>Paper due on the 19<sup>th</sup> by midnight</b>
	Oct. 21	Cognitive Defusion & Distress Tolerance	Chapter 2; Sperry & Binensztok
10 <b>Remote learning</b>	Oct. 26	The Science of Change	Chapters 1-5; Proschaska et al.,
	Oct. 28	Precontemplation and Contemplation Stages	
11 <b>Remote learning</b>	Nov. 2	Preparation & Action	Chapters 6-9; Proschaska et al.,
	Nov. 4	Maintenance & Recycling	
12 <b>Remote learning</b>	Nov. 9	Problem Solving & Conflict Resolution	Chapters 2; Sperry & Binensztok
	Nov. 11	Motivational Interviewing	
13 <b>In person</b>	Nov. 16	Visualization and Imagery	Chapter 6; Davis et al.,
	Nov. 18	Meditation	
14 <b>In Person</b>	<b>Nov. 23</b>	<b>Group Presentations</b>	
	<b>Nov. 25</b>	<b>No Class- Thanksgiving</b>	
15 <b>In Person</b>	<b>Nov. 30</b>	<b>Group Presentations</b>	
	<b>Dec. 2</b>	<b>Group Presentations</b>	
16 <b>In Person</b>	<b>Finals Week</b>	<b>Final Exam</b>	