

Syllabus/Course Plan

Short Title—**Psychological Interventions**

Longer Title—Psychological Interventions for Mental Illness: Development, Evaluation and Dissemination

Course Number—**Psychology 135**

Professor—TBD [Office hours: TBD]

GSIs—TBD

Although progress has been made in developing and disseminating evidence-based treatments for most forms of mental illness, there are still giant gaps in the knowledge base. Coverage of mental illness with adequate and disseminable intervention strategies is all too limited. Hence, there is a great need for the next generation to contribute to the mission of filling in the gaps and pursuing careers as the scientists, treatment providers and policy makers who will develop and deliver interventions that will improve outcomes for people with a mental illness.

What is the thinking behind this course? Many Cal students hope to pursue careers related to mental illness (e.g., psychiatry, clinical psychology, social work, marriage and family therapy, public health, public policy). This course *will teach you how to think scientifically and strategically about intervention delivery, development and implementation*. Implementation is where public health and public policy careers play an important role. This course will mainly focus on psychological interventions. We will consider interventions for people at all stages of the lifespan.

We will discuss treatment breakthroughs that arose/might arise from social psychology, cognitive psychology, development psychology and neuroscience. We will also highlight several other pressing and current issues such as:

1. There has been a concern that the Diagnostic and Statistical Manual of Mental Disorders is dividing mental disorders in a way that is holding back the discovery of cures for mental illness. This situation has resulted in a growing interest in the Research Domain Criteria (RDoC) and transdiagnostic approaches to assessment and treatment.
2. There is a 15-20 year gap between treatment discoveries made in university and industry settings and dissemination of these treatments into the real world. This situation has spawned a new field known as implementation science. In class we will track the early developments in this field.
3. Individuals with a mental illness are underrepresented among those who have adequate health insurance. Two relatively new laws are hoping to change this. The first law is the Patient Protection and Affordable Care Act (ACA) that was signed into law in March, 2010. The goal is for 95% of U.S. Citizens and legal residents to be insured within six years. The second set of laws that add potential for enormous impact on our field are the mental health parity laws. These laws prohibit differences in coverage for 'mental disorders' relative to 'medical disorders'. They are needed because insurance companies and/or employers commonly set lower limits on mental health coverage relative to services for physical health problems.

Learning goals:

1. Develop knowledge relating to the problems associated with delivering, developing and disseminating treatments to people with a mental illness.
2. Develop knowledge relating to possible solutions to the problems of delivering, developing and disseminating treatments to people with a mental illness.

3. Develop knowledge about existing psychosocial interventions and how to evaluate them scientifically, including how to evaluate the quality of the science.

Please read prior to the first class:

<http://www.nytimes.com/2015/11/29/opinion/sunday/addicted-to-distraction.html>

Theme 1. Background and The Scope of the Problem.

6 lectures

Insel, T. R. (2009). Translating scientific opportunity into public health impact: a strategic plan for research on mental illness. *Archives of General Psychiatry*, 66, 128-133.

Theme 2. Evaluation of the Quality of Evidence.

2 lectures

Moher, D. et al. (2010). CONSORT 2010 Explanation and Elaboration: updated guidelines for reporting parallel group randomised trials. *Journal of Clinical Epidemiology*, 63, e1-e37.

Theme 3. Treatment Innovation/Development.

4 lectures

Onken, L. S., Carroll, K. M., Shoham, V., Cuthbert, B. N., & Riddle, M. (2014). Re-envisioning Clinical Science: Unifying the Discipline to Improve the Public Health. *Clinical Psychological Science*, 2(1), 22-34.

TBD: Review for Midterm Exam

TBD: Midterm Exam

Theme 4. Behavior Change.

3 lectures

Neal, D. T., Wood, W., Wu, M., & Kurlander, D. (2011). The Pull of the Past When Do Habits Persist Despite Conflict With Motives?. *Personality and Social Psychology Bulletin*, 37(11), 1428-1437.

Theme 5. Dissemination/Implementation.

3 lectures

Layard, R., Clark, D. M., Knapp, M., & Mayraz, G. (2007). Cost-benefit analysis of psychological therapy. *National Institute Economic Review*, 202(1), 90-98.

Theme 6. Examples of treatments.

6 lectures

Theme 7. Stigma.

1 lecture

Featuring special guest speaker: Shaihk Ahmad

Review for Final Exam: TBD

Grading:

One midterm exam on TBD during regular class time (30%), One final exam held during the university set exam period on TBD (30%), Final project (20%), Discussion section attendance and participation (20%). NOTE: There will be no make-up exams for any reason.

Exams:

There will be two exams, consisting of multiple choice questions and short answer questions that will be drawn from the lectures, discussion sections and set readings. The exams will *not* be cumulative. In the exams you should be able to demonstrate that you have read the material and understood the factual points and arguments. You are **REQUIRED TO TAKE BOTH EXAMS**. If you fail to take an exam, you will receive a score of 0 for that exam. There will be no make-up exams for any reason. There will be no grade changes except for clerical errors of addition.

Final Project:

More details to come in discussion sections. **Due date:** TBD

Textbook:

There is no textbook. The readings are available on bCourses or via internet links.

Discussion sections:

Begins the week starting TBD *Discussion sections are required.* You have been assigned to a time. Make sure you attend the discussion section you are assigned.

Discussion Section Schedule:

Week 1:	TBD	No Section – First Week of Class
Week 2:	TBD	Discussion Section
Week 3:	TBD	Discussion Section
Week 4:	TBD	Discussion Section
Week 5:	TBD	Discussion Section
Week 6:	TBD	Discussion Section – Midterm Exam Review
Week 7:	TBD	No Section – Midterm Exam
Week 8:	TBD	Discussion Section
Week 9:	TBD	Discussion Section
Week 10:	TBD	No Section This Week
Week 11:	TBD	Discussion Section
Week 12:	TBD	Discussion Section
Week 13:	TBD	Discussion Section
Week 14:	TBD	No Section – Thanksgiving Break
Week 15:	TBD	Discussion Section – Final Exam Review
Week 16:	TBD	No Section – Dead Week

Website:

All course materials and the powerpoint slides that accompany the lectures, will be posted bcourses.berkeley.edu by the night prior to the lecture. It is crucial that you log in at least once per week to check for announcements and the latest information about assignments etc.

Statement on Academic Integrity: Any report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course. In all of your assignments, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis. If you are not clear about the expectations for completing an assignment, be sure to ask. Out of respect for your instructors, your peers, and yourself, please refrain from trying to negotiate better grades (a.k.a. grade-grubbing).

Accommodation of disabilities: Please let your GSI know if you need accommodations for any physical, psychological, or learning disability.

Absences due to medical issues, pregnancy, etc.: It is your responsibility to inform yourself about material missed because of an absence, and to make up for any missed deadlines.

Conduct: The University of California strives to prevent and respond to harassment and discrimination. Engaging in such behavior may result in removal from class or the University. If you are the subject of harassment or discrimination there are resources available to support you. Please contact the Confidential Care Advocate (sa.berkeley.edu/dean/confidential-care-advocate) for non-judgmental, caring assistance with options, rights and guidance through any process you may choose. Survivors of sexual violence may also want to view the following website: survivorsupport.berkeley.edu. For more information, please visit ophd.berkeley.edu.