

PSYC 170: Clinical and Counseling Professions: Practice & Research

3 units, Summer Session, 6 Weeks

Class Time: TBD

Location: TBD

Instructor: TBD

Email: TBD

- For emails, please include in the title of your email “PSYC 170”. Otherwise I may be unable to respond to your email.

Office Hours: TBD

Course Overview: What does applied mental health practice and research look like? This course aims to provide an overview of major issues, debates, and tensions in the applied mental health field. This course assumes that effective mental health treatment and research rests on the following foundations:

- 1) best available scientific evidence;
- 2) culturally-sensitive & contextual understanding of mental health;
- 3) contextualizing this topic in the major debates of the mental health field;
- 4) an interdisciplinary approach that recognizes the value of biological, psychological and societal contributions to mental health and its alleviation as well as overlaps across medicine, psychology, social work, and larger societal/cultural influences.

Readings will focus on primary-source empirical articles, recent chapters, and popular media.

Objectives: The objectives of this course are three-fold. Students will gain:

- 1) Understanding of the biopsychosocial approach towards preventing, identifying and treating mental disorders in different contexts;
- 2) Critical thinking skills to evaluate scientific ideas and research in original scientific papers & their presentation (or absence) in popular media;
- 3) Ability to articulate both orally and in written form a critical, nuanced understanding of current debates and issues within mental health professions; and
- 4) Your learning goal(s):

Required Texts (available in bCourses)

- Peer reviewed articles
- Popular media, as assigned below

Disability Accommodations Policy:

If you require accommodations for any physical, psychological, or learning disability, contact the Disability Students’ Program (DSP: 510-642-0518) for verification requirements. I am happy to discuss DSP-arranged accommodations for the course, but can do so only if you have an official DSP accommodation letter.

Collegiality: As the class heavily values thoughtful discussion, challenges and questions must be posed professionally and respectfully. Discriminatory, intimidating, and otherwise intolerant language will not be permitted and will be addressed immediately.

Limits to Confidentiality: As UC employees, all course instructors are “Responsible Employees” and are therefore required to report incidents of sexual violence, sexual harassment or other conduct prohibited by university policy to the Title IX officer. We cannot keep reports of sexual harassment or sexual violence confidential, but the Title IX officer will consider requests for confidentiality. There are confidential resources available to you, including the PATH to Care Center Team (<http://sa.berkeley.edu/dean/confidential-care-advocate>), which serves survivors of sexual violence and sexual harassment.

Intellectual Property Notice: In this class, you may share any notes you take with other members of this class. You may also record the class, if you wish, as long as that recording is only for use by you and other members of this class. You may not post notes, recordings, class materials, etc., anywhere except on our class websites. Any commercial use of materials from this class is forbidden by University policy and California state law.

Academic Honesty Policy: The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments and the online exam are to be completed independently and materials submitted as homework should be the result of one’s own independent work. Any project 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 any papers, you may use words or ideas written by other individuals in publications, websites, 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. As a general rule, if you are citing from a published source or a web site and the quote is short (i.e., up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, indent it and use single spacing. In either case, be sure to cite the original source in a footnote or in parenthesis (for details, see APA Publication Manual, 6th edition).

As a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it. For more information on the conduct expected of Berkeley students, please review the Student Conduct code: <http://students.berkeley.edu/uga/conduct.pdf>. In fairness to students who put in an honest effort, cheaters will be harshly treated. Any evidence of cheating will result in a score of zero (0) on that assignment of examination. Cheating includes but is not limited to sharing an exam, copying off another person’s exam, allowing someone to copy off of your exam, or having

someone take an exam or quiz for you. Incidences of cheating will be reported to Student Judicial Affairs, which may administer additional punishment. If at any point, you have any questions about the above or anything else related to the course, please do see the Instructor.

Plagiarism

All written work submitted in this course, except for acknowledged quotations, is to be expressed in your own words. It should also be constructed upon a plan of your own devising. The Berkeley campus of Student Conduct defines plagiarism as “the use of intellectual material produced by another person without acknowledging its source” and stipulates that plagiarism includes:

- Copying from the writings or works of others into one’s academic assignment without attribution, or submitting such work as it were one’s own;
- Using the views, opinions, or insights of another without acknowledgment; or
- Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.

Unacknowledged use of the words or ideas of others from any medium (print, digital, or otherwise) is plagiarism. The submission of plagiarized work will, under University rules, render the offending student subject to an F grade for the work in question or for the whole course, and will also make him/her liable for referral to the Student Judicial Affairs Office for further disciplinary action. Educate yourself about the campus code of conduct in relation to plagiarism. Ignorance is not an excuse. If you feel overwhelmed about an assignment, speak to the professor or your GSI. DO NOT PLAGIARIZE!

Incomplete Course Grade

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final exam, may request an Incomplete grade. This request must be submitted in writing or by email to the GSI and course instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

Grading & Course Requirements:

- Exam: 40%
- Article Presentation & PowerPoint based on debate topic: 40%
- Discussion Activities: 20%
 - Discussion Activities: You will create a ~2 minutes video of you responding to the article for that day, specifically a) one limitation/critique of the article (2 points). Each discussion activity will be worth 4 points. Only 5 of these may be submitted for 20 points total.

Your letter grade will be based on the following scale:	
A (93-100%)	C+ (75-79.9%)
A- (90-92.9%)	C (70-74.9%)
B+ (87-89.9%)	D (60-69.9%)
B (83-86.9%)	F (0-59.9%)
B- (80-82.9%)	

Exams. Exams will be a combination of multiple-choice, short answer, and essay questions. Exam material may include information not presented in the readings alone. Please review all course material. You will have 1 hour to complete this exam. No late or make-up exams will be accepted.

Empirical Article Summary & Presentation. Each student will review the literature on their topic and turn in a PowerPoint presentation along with an original copy of one empirical, peer-reviewed article with original data collection. You will complete a 10-minute presentation (via uploaded video or live) of this article on the assigned “hot topic” and position. Topic assignments will be from one of the following topics:

- **Group A1: FOR - Master’s level clinicians: a doctoral degree IS NOT necessary to do this work well**
- **Group A2: AGAINST - Master’s level clinicians: a doctoral degree IS necessary to do this work well**
- **Group B1: FOR - Psychotherapy can help individuals with schizophrenia or bipolar disorder**
- **Group B2: AGAINST - Psychotherapy cannot help individuals with schizophrenia or bipolar disorder**

You must alert me of your article once you have found it and send it via email as a PDF. If yours has been selected by another student, you will need to find another article. The article cannot be one that has been reviewed in the course. Upload the article, your PowerPoint Presentation and video to bCourses with the title: “Group.lastname.firstname.” The 10-minute presentation will be an oral PowerPoint presentation, which will include the following elements:

- (5 points) Background of the study and how it supports your position
- (5 points) Hypothesis of the study (what question is being asked by the researchers)
- (5 points) Identification of the independent and dependent variable(s) in hypothesis/hypotheses
- (5 points) Main result or outcome of study (what was the answer to the question)
- (5 points) Critical evaluation of study, including at least 2 limitations (2.5 points each) of the study.
- (10 points) Your sense of the larger literature reviewed and whether or not it supports your position, citing a bibliography of 5 related articles supporting your view, 2 points each)

SCHEDULE: Note that the schedule may change during the term.

DATE	TOPIC	READINGS
WEEK 1		
	<p>Introduction to the class, syllabus review</p> <p>Who is a mental health expert?</p> <ul style="list-style-type: none"> ○ Does that person on the podcast count? ○ Thought leader vs. public intellectual <p>Mental health and larger society</p>	<p>https://www.newyorker.com/culture/cultural-comment/the-rise-of-therapy-speak</p> <p style="text-align: center;">Drezden chapter</p>
	<p>Why have we failed to become a diverse field and should we care?</p> <ul style="list-style-type: none"> ● Clinical vs. Counseling Psychology vs. Education ● Clinical training models: <ul style="list-style-type: none"> ○ Boulder model (science practitioner) ○ Vail model (clinician scholar) ○ PCSAS <p>Clinical & counseling: science and/or art? Clinical judgment and decision-making</p>	<p>https://www.theatlantic.com/family/archive/2021/01/why-parents-and-kids-get-estranged/617612/</p> <p>-Levenson, R.W. (2017). Clinical psychology training : Accreditation and beyond. <i>Annual Review of Clinical Psychology</i>, 13, 1-22.</p>
	<p>Diagnoses: DSM5, RDoC, ICD, etc.</p>	<p>-Clark, L.A., et al. (2017). Three approaches to understanding and classifying mental disorder: ICD-11, DSM-5, and the National Institute of Mental Health’s Research Domain Criteria (RDoC). <i>Psychological Science in the Public Interest</i>, 18(2), 72-145.</p>
WEEK 2		
	<p>Research in mental health</p>	<p>-Kazdin chapter (available on bCourses)</p>
	<p>Diversity: who is doing the research and on whom is the research done?</p> <ul style="list-style-type: none"> ● <i>Watch in class:</i> 	<p>-Meichenbaum, D. et al. (2017). How to spot hype in the field of psychotherapy: a 19-item checklist. Available at: https://melissainstitute.org/wp-content/uploads/2018/02/Don.HOW-TO-SPOAcceptedversionnovember13.pdf</p>

	https://www.kqed.org/news/11664242/african-american-seniors-struggle-to-find-therapists-who-understand	-Liu, N.H., McLean, C.P., Weiss, B.J., & Moore, K. (2020). Address, avert, or avoid? Navigating conflicts in client-clinician beliefs during polarized times. <i>Behavior Therapist</i> , 43, 206-209.
	Assessment in psychotherapy and research	-Meyer, G.J., et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. <i>American Psychologist</i> , 56, 128-165. -Luxton, D.D., et al. (2014). Best practices for remote psychological assessment via telehealth technologies. <i>Professional psychology: Research and practice</i> , 45, 27-35.
WEEK 3		
	Introduction to psychotherapy: <ul style="list-style-type: none"> ● Common factors and specific factors debate 	-Gates et al. (2021). Relationship to CBT outcome and dropout of decision support tools of the written case formulation, list of treatment goals and plot of symptom scores. <i>Behaviour Research and Therapy</i> , 142.
	Psychotherapy research: <ul style="list-style-type: none"> ● Research practice split 	-Cha, C.B. & DiVasto, K.A. (2017). Introduction: Applying clinical psychological Science to practice. <i>Journal of Clinical Psychology</i> , 73, 1-7.
	Theoretical approaches & the biopsychosocial model <ul style="list-style-type: none"> ● Psychodynamic and psychoanalytic approaches ● Behavioral therapy (traditional) ● Biological psychiatry: where is this going? ● CBT 	Eels chapter on case formulation Applied Example with Depression <ul style="list-style-type: none"> ○ CBT ○ IPT ○ Antidepressants
WEEK 4		
	Theoretical approaches & the biopsychosocial model <ul style="list-style-type: none"> ● Third wave therapies ● Humanistic therapies and motivational interviewing ● Systemic therapies 	Applied Example with Depression <ul style="list-style-type: none"> ○ EFT for couples ○ Family systems ○ Rogerian ○ Multicultural
	***EXAM (1 hour) Q&A on Final Presentations	
	Using ESTs in clinical practice <ul style="list-style-type: none"> ● Is diversity adequately considered? 	-Waller, G., et al. (2013). Attitudes towards psychotherapy manuals among clinicians treating eating disorders. <i>Behaviour Research and Therapy</i> , 51, 840-844.
WEEK 5		

	Using ESTs in clinical practice <ul style="list-style-type: none"> ● Is EST misguided? ● Treatment manuals in clinical practice: for or against? 	Mulkens, S., et al. (2018). To deliver or not to deliver cognitive behavior therapy for eating disorders: Replication and extension of our understanding of why therapists fail to do what they should do. <i>Behaviour Research and Therapy</i> , 106, 57-63.
	Applied Examples <ul style="list-style-type: none"> ● CBT for PTSD: cognitive, behavioral, or something else? 	-Crombie (2021). Aerobic exercise and consolidation of fear extinction learning among women with posttraumatic stress disorder. <i>Behavior Research and Therapy</i> .
	Applied Examples <ul style="list-style-type: none"> ● DBT for BPD 	-Ramaiya, M.K., et al. (2017). A cultural adaptation of dialectical behavior therapy in Nepal. <i>Cognitive and Behavioral Practice</i> , 24, 428-444.
WEEK 6		
	Future of the field: Where are we going? <ul style="list-style-type: none"> ● Technology ● Globalization/global mental health 	-Tol, W.A., et al. (2018). Translation, adaptation, and pilot of a guided self-help intervention to reduce psychological distress in South Sudanese refugees in Uganda. <i>Global Mental Health</i> , 5, e25.
	Final presentation & debate A <ul style="list-style-type: none"> ● Group A1 ● Group A2 	***ALL PRESENTATIONS & ARTICLES DUE BEFORE THE START OF CLASS
	Final presentation & debate B <ul style="list-style-type: none"> ● Group B1 ● Group B2 	