

Dear All:

Here is the *Clinical Methods and Ethics* syllabus for winter term. I have previously sent you a description of the course and objectives. We will discuss these issues in more detail during our first meeting.

I have selected a series of readings on topics in addition to the two main books we will be using that are important to the course objectives. As you will note, I have a heading "Reaction due" which refers to a reaction paper (two pages maximum!) that I am asking you to write on certain of the assigned readings (not all of them). My intent is to ensure that you have thought about the reading and have had a chance to formulate your own position regarding each before we discuss them in class. Some readings are clearly more technical while others are more perspective readings. I want to encourage creativity on your parts –what ideas did the reading spur for you? If skills based material, I am interested in how you see yourself relating to the skills discussed. We will have an active discussion of the readings in class, but I am particularly interested in your personal take on the material. I will have master copies of the non-text readings available for you to photocopy for yourselves.

The course is P/NP and you are not under formal grading pressure. If you participate actively, do the reaction papers, and generally appear to be awake and interested, you will pass. My single aim is to facilitate your clinical skills development and foster an appreciation for ethical issues and issues in generating clinical knowledge.

I think this will be a unique experience for you (as in different from other classes you will take). I look forward to some interesting discussions.

--Bob

Texts--

M&R: Miller & Rollnick (2002) *Motivational Interviewing* (2nd ed)

K&VC: Knapp & VandeCreek (2002) *A Guide to the 2002 Revision of the APA's Ethics Code*

Articles [Roman numerals]

Website www.apa.org/ethics/code2002.html

Exercises [listed in italics]

Date:	Focus Topic/Activity	Reading/Prep	Reaction due
1/5/05	Introduction; <i>Change exercises</i> ; Implicit notions about TX; <i>Ethics categories</i>		
1/12/05	Discussion of [I]: Contextualizing Therapy Morality, ethics, legality: Whose counting? Types of Interviews; generic interview skills; Motivational Interviewing (MI); Stages of change; <i>Role Plays</i> ;	M&R 1-4, 15 K&VC: 1 [I]	M&R 1- 4, 15 [I]
1/19/05	Discussion of [IV] and [V]: Process issues <i>Exercises: Rapport building, micro counseling skills</i> Video: <i>The Angry Couple</i> (early sessions)	M&R: 5-6,19; [IV-V]	[IV-V] OR M&R: 5-6,19
1/26/05	Discussion of [VI]: Single subject design General Ethics Review <i>Exercises; Reframing & responding to strengths</i>	M&R: 7-9 K&VC:6 [VI]	[VI] M&R: 7-9
2/2/05	Discussion of [VII]: Sudden changes in Tx Is Change a linear process? Evaluations: Guest Speaker: Dr. Barbara Ann Perry	M&R: 10-12 [VII]	M&R: 10-12 [VII]
2/9/05	Ethics Guest Speaker: Dr. Jay Buckley 344-7303 Stephanie: Clinic Coordinator's Role Lisa Cromer: Overview of Therapy Approaches	M&R: 13-14	M&R: 13-14
2/16/05	Ethics Guest Speaker: Dr. Pam Birrell Discussion of [II] and [III]: Clinical vs. Actuarial Prediction	[II] or [III]	[II] or [III] combine
2/23/05	Discussion of [VIII & IX]: Patient profiling	[VIII] [IX]	[VIII] [IX]
3/2/05	Discussion of [X] and [XI]	[X] [XI]	[X] [XI]
3/9/05	Preparation for Pseudo Client Sessions Skills consolidation and review		

Article Readings:

History

[I] Wampold, Bruce E. (2001). Contextualizing psychotherapy as a healing practice: Culture, history, and methods, *Applied & Preventive Psychology*, 10, 2001, 69-86.

Clinical vs. Actuarial Prediction

[II] Meehl, Paul E. (1978) Theoretical risks and tabular asterisks: Sir Karl, Sir Ronald, and the slow progress of soft psychology, *Journal of Consulting and Clinical Psychology*, 46, 806-834 [Reprinted in *Applied & Preventive Psychology*, 11, 2004, 1-22]

[III] Westen, Drew, & Weinberger, Joel. (2004). When clinical prediction becomes statistical prediction. *American Psychologist* , 59, 595-613.

Process Issues

[IV] Harris, Monica. J. (1994). Self-fulfilling prophecies in the clinical context: Review and implications for clinical practice. *Applied & Preventive Psychology*, 3, 1994, 145-158.

[V] Barrett, Marna S., & Berman, Jeffery S. (2001). Is psychotherapy more effective when therapists disclose information about themselves? *Journal of Consulting and Clinical Psychology*, 69, 597-603.

Single Subject Case Methodology

[VI] Morgan, David L., & Morgan, Robin K. (2002). Single-participant research design: Bringing science to managed care. *American Psychologist*, 56, 119-127.

[VII] Stiles, W. B., Leach, C., Barkham, M., et al. (2003). Early sudden gains in psychotherapy: under routine clinic conditions: Practice based evidence. *Journal of Consulting and Clinical Psychology*, 71, 14-21.

[VIII] Leon, S. C., Kopta, S. N., Howard, K. I., & Lutz, W. (1999). Predicting patients' response to psychotherapy: Are some more predictable than others? *Journal of Consulting and Clinical Psychology*, 67, 698-704.

[IX] Lueger, R. J., Howard, K. I., Martinovitch, A., et al. (2001). Assessing treatment progress of individual patients using expected treatment response models. *Journal of Consulting and Clinical Psychology*, 71, 150-158.

Assessment & Evaluation Methodologies

[X] Hunsley, John, & Meyer, Gregory J. (2003). The incremental validity of psychological testing and assessment: Conceptual, methodological, and statistical issues. *Psychological Assessment*, 15, 446-455.

[XI] Baskin, T. W., Tierney, S. C., Minami, T., & Wampold, B. (2003). Establishing specificity in psychotherapy: a meta-analysis of structural equivalence of placebo controls. *Journal of Consulting and Clinical Psychology*, 71, 973-979

Treatment Models

[XII] Barlow, David H., Allen, Laura, & Choate, Molly. (2004). Toward a unified treatment for emotional disorders. *Behavior Therapy*, 35, 203-230