

# Advanced Conceptualization and Treatment Application

## PSYC 265

Fall 2026 Section 01 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/20/2026

### Contact Information

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| Instructor       | Erin Woodhead, PhD                                            |
| Office Location  | DMH 316                                                       |
| Telephone        | 408-924-5654                                                  |
| Office Hours     | Tuesdays 10:30-11:30am in DMH 316                             |
| Class Days/Times | Tuesdays 12-2:45pm                                            |
| Classroom        | DMH 308                                                       |
| Prerequisites    | Admission to MS Clinical Program and student in good standing |
| Email            | Erin.Woodhead@sjsu.edu                                        |

### Course Description and Requisites

Advanced course focused on developing case conceptualization skills and applying treatment strategies. Emphasis placed on theory and principle-based explanations of client problems and mechanisms that produce clinical change. Professional development focusing on resilience, self-care, and peer-support.

**Prerequisite(s):** MS Clinical Program Priority.

**Grading:** Letter Graded

### Classroom Protocols

**Late Policy:** All late assignments will incur a 10% penalty for each late day submitted. For example, if the assignment is submitted between 1 minute and 24 hours late, students will receive a 10% penalty off the total possible points (10 points = 1 point removed for each day late).

**AI Policy:** Please note that the MS Clinical Program has an [AI policy](https://sjsu.edu/psych/docs/clinical_graduate_program/general_information/Policy%20on%20AI%20for%20Clinical%202026.pdf). ([https://sjsu.edu/psych/docs/clinical\\_graduate\\_program/general\\_information/Policy%20on%20AI%20for%20Clinical%202026.pdf](https://sjsu.edu/psych/docs/clinical_graduate_program/general_information/Policy%20on%20AI%20for%20Clinical%202026.pdf)) In this class, students do not have permission to use AI in any form. "AI" includes generative artificial intelligence tools and machine-learning systems that generate, rewrite, summarize, edit, paraphrase, or analyze content on behalf of the student. Examples include ChatGPT, Claude, Gemini, Grammarly, Microsoft Copilot, and similar tools. This applies to all written work. For any type of presentation involving slides, students can use AI to generate images. In this course, AI use in written work will result in a zero on the assignment and referral to the Clinical Committee for discussion. This process could also result in a referral to Student Conduct and Ethical Development (SCED).

### **Classroom Protocol:**

This is a graduate seminar, so I expect you to be attentive in class, participate in discussions, and limit other distractions. Please place cell phones on silent mode during class. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during class. Most importantly, please be respectful of your classmates' opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class.

Attendance is expected each week. If you do not attend classes, you will miss material that will appear on the exams. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class. Please note that the MS Clinical program has a [policy on missing classes](https://sjsu.edu/psych/docs/clinical_graduate_program/general_information/Policy%20regarding%20missing%20classes%20in%20MS%20Clinical%20program-ACCESSIBLE.pdf). ([https://sjsu.edu/psych/docs/clinical\\_graduate\\_program/general\\_information/Policy%20regarding%20missing%20classes%20in%20MS%20Clinical%20program-ACCESSIBLE.pdf](https://sjsu.edu/psych/docs/clinical_graduate_program/general_information/Policy%20regarding%20missing%20classes%20in%20MS%20Clinical%20program-ACCESSIBLE.pdf))

## Program Information

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**Licensure Learning Outcomes (LLOs)** indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website.](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php) (<https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php>)

**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

### 1. Interventions and evidence-based applications

1.1 Students will be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material

- 1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients
- 2. Communication and Case presentation
  - 2.1 Students will be able to integrate and communicate clinical case material
  - 2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation of client materials
  - 2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
  - 2.4 Students will be able to analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases
- 3. Competent Assessment and Evaluation
  - 3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches
- 4. Professional clinical practice
  - 4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning, psychopharmacology, and issues relevant to adult and child clinical populations.
- 5. Preparation and meeting professional licensing requirements
  - 5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

## Course Learning Outcomes (CLOs)

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Upon successful completion of this course, students will be able to:

CLO1: Develop an understanding of the role of case conceptualization and treatment planning.

CLO2: Integrate a conceptualization of client problems with various treatment strategies.

CLO3: Integrate cultural and contextual variables into conceptualization and treatment strategies.

CLO4: Practice the application of core treatment strategies in vignettes or roleplays and apply these to clients in practicum setting as appropriate.

CLO5: Evidence conceptualization skills in a treatment plan.

## Course Materials

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There are two required books for this course. The other readings will be posted on Canvas.

Belik, O., Schultz, J. M., Fairhurst, S., Stuart, S., Vaz, A., & Rousmaniere, T. (2025). *Deliberate practice in interpersonal psychotherapy*. American Psychological Association. ISBN: 978-1-4338-4046-3

Boswell, J. F., & Constantino, M. J. (2022). *Deliberate practice in cognitive behavioral therapy*. American Psychological Association. ISBN: 978-1-4338-3555-1

## Course Requirements and Assignments

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### Weekly Reading Quizzes (CLO1-3)

Each class will start with a reading quiz that is timed (15 minutes) and open-notes (13 quizzes at 10 points each = 130 points). The lowest weekly quiz score will be dropped.

### Discussion Questions (CLO1-3)

Ahead of each class, by Monday night at 11:59pm, student should submit 3 discussion questions via Canvas (14 discussion questions at 5 points each = 70 points). The lowest discussion question grade will be dropped.

### Final skills check-out recording (CLO4)

For each unit (IPT and CBT) students will submit a video recording showing them doing all of the deliberate practice skills within each unit using the intermediate or advanced prompts in the textbooks. This includes 7 exercises for the IPT unit and 5 for the CBT unit. Students can submit individual files for each exercise or one file. Each skill check-out is worth 10 points (120 points total).

### Treatment Plans (CLO5)

Using a client from your placement, students will write one IPT treatment plan and one CBT treatment plan focused on the specific presenting problem of your client. You can create needed information about the client in order for it to fit within the treatment framework. A outline will be provided for the treatment plans. This will be due at the end of the semester to allow time for client hours to accumulate at your practicum site. (25 points each = 50 points total)

### Deliberate Practice Diary Forms (CLO4)

For each of the 12 in-class deliberate practice exercises, you'll complete a diary form at the end of the practice. This is a reflection of how the practice went and what you want to continue to work on. These are worth 5 points each (12 at 5 points each = 60 points).

## Grading Information

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Grading Scale: 430 Total Points

- **A+:** 418–430 points (97–100%)
- **A:** 400–417 points (93–96%)
- **A-:** 387–399 points (90–92%)
- **B+:** 375–386 points (87–89%)
- **B:** 357–374 points (83–86%)
- **B-:** 344–356 points (80–82%)
- **C+:** 332–343 points (77–79%)
- **C:** 314–331 points (73–76%)
- **C-:** 301–313 points (70–72%)
- **D+:** 289–300 points (67–69%)
- **D:** 271–288 points (63–66%)
- **D-:** 258–270 points (60–62%)
- **F:** 0–257 points (below 60%)

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Reading quizzes are given at the start of each class. Discussion questions are due the day before class (Mondays by 11:59pm).

| When | Topic | Notes |
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| When               | Topic                                                                             | Notes                                                                                                                                                                                                                                                                                                                                      |
|--------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1;<br>Aug 25  | Introduction to interpersonal psychotherapy (IPT): History and treatment overview | <p>Readings: Stuart et al. (2024): Interpersonal Psychotherapy: A Review of Theory, History, and Evidence of Efficacy</p> <p>Deliberate Practice: Exercise 1: Presenting the Interpersonal Inventory: Interpersonal Inventory I</p> <p><b>Deliberate Practice Diary Form Due</b></p>                                                       |
| Week 2;<br>Sept 1  | Theoretical basis for IPT: Attachment and interpersonal theories                  | <p><b>Reading quiz 1 and Discussion questions 1 due</b></p> <p>Readings: Stuart &amp; Robertson Ch 2 (Theory and Clinical Applications); Ch 5 (The Interpersonal Inventory)</p> <p>Deliberate Practice: Exercise 2: Exploring interpersonal relationships: Interpersonal Inventory II</p> <p><b>Deliberate Practice Diary Form Due</b></p> |
| Week 3;<br>Sept 8  | IPT case conceptualization                                                        | <p><b>Reading quiz 2 and Discussion questions 2 due</b></p> <p>Readings: Stuart &amp; Robertson Ch 6 (The Interpersonal Formulation)</p> <p>Deliberate Practice: Exercise 4: Interpersonal framing of distress</p> <p><b>Deliberate Practice Diary Form Due</b></p>                                                                        |
| Week 4;<br>Sept 15 | IPT initial phase and treatment goals                                             | <p><b>Reading quiz 3 and Discussion questions 3 due</b></p> <p>Readings: Stuart &amp; Robertson Ch 3 (The Structure of Interpersonal Psychotherapy); Ch 7 (The Treatment Agreement)</p>                                                                                                                                                    |
| Week 5;<br>Sept 22 | IPT problem areas and middle phase of treatment                                   | <p><b>Reading quiz 4 and Discussion questions 4 due</b></p> <p>Readings: Stuart &amp; Robertson Ch 14-16 (Interpersonal Disputes, Role Transitions, Grief and Loss)</p> <p>Deliberate Practice: Exercise 5: Helping the client describe their distress and need for support</p> <p><b>Deliberate Practice Diary Form Due</b></p>           |

| When               | Topic                                                        | Notes                                                                                                                                                                                                                                                                                                                                                 |
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| Week 6;<br>Sept 29 | Using communication analysis to understand communication     | <b>Reading quiz 5 and Discussion questions 5 due</b><br><br>Readings: Stuart & Robertson Ch 9 (Communication Analysis)<br><br>Deliberate Practice: Exercise 7: Communication Analysis<br><br><b>Deliberate Practice Diary Form Due</b>                                                                                                                |
| Week 7;<br>Oct 6   | IPT techniques for working with communication and affect     | <b>Reading quiz 6 and Discussion questions 6 due</b><br><br>Readings: Stuart & Robertson Ch 11 (Use of Affect)<br><br>Deliberate Practice: Exercise 6: Reinforcement of effective communication<br><br><b>Deliberate Practice Diary Form Due</b>                                                                                                      |
| Week 8;<br>Oct 13  | IPT techniques for increasing social support;<br>IPT Wrap-up | <b>Reading quiz 7 and Discussion questions 7 due</b><br><br><b>IPT Skills check-out video due by midnight (7 skill exercises)</b><br><br>Readings: Stuart & Robertson Ch 17 (Concluding Acute Treatment and Maintenance Treatment)<br><br>Deliberate Practice: Exercise 9: Mobilizing social support<br><br><b>Deliberate Practice Diary Form Due</b> |
| Week 9;<br>Oct 20  | Review of cognitive behavioral therapy (CBT) theory          | <b>Reading quiz 8 and Discussion questions 8 due</b><br><br>Readings: Beck Ch 3 (Cognitive Conceptualization) and Ch 17 (Identifying Beliefs)                                                                                                                                                                                                         |
| Week 10;<br>Oct 27 | Working with cognitions                                      | <b>Reading quiz 9 and Discussion questions 9 due</b><br><br>Readings: Beck Ch 18 (Modifying Beliefs)<br><br>Deliberate Practice: Exercise 5: Working with cognitions<br><br><b>Deliberate Practice Diary Form Due</b>                                                                                                                                 |
| Week 11;<br>Nov 3  | Working with behaviors                                       | <b>Reading quiz 10 and Discussion questions 10 due</b><br><br>Readings: Beck Ch 7 (Activity Scheduling)<br><br>Deliberate Practice: Exercise 6: Working with behaviors<br><br><b>Deliberate Practice Diary Form Due</b>                                                                                                                               |

| When                   | Topic                                                       | Notes                                                                                                                                                                                                                                     |
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| Week 12;<br>Nov 10     | Working with emotions                                       | <p><b>Reading quiz 11 and Discussion questions 11 due</b></p> <p>Readings: Beck Ch 13 (Emotions)</p> <p>Deliberate Practice: Exercise 7 (Working with emotions)</p> <p><b>Deliberate Practice Diary Form Due</b></p>                      |
| Week 13;<br>Nov 17     | Identifying and responding to therapeutic alliance ruptures | <p><b>Reading quiz 12 and Discussion questions 12 due</b></p> <p>Readings: Eubanks et al. (2018)</p> <p>Deliberate Practice: Exercise 9: Responding to Therapeutic Alliance Ruptures</p> <p><b>Deliberate Practice Diary Form Due</b></p> |
| Week 14;<br>Nov 24     | Identifying and responding to client resistance             | <p><b>Reading quiz 13 and Discussion questions 13 due</b></p> <p>Readings: Aviram et al. (2016)</p> <p>Deliberate Practice: Exercise 10: Responding to Client Resistance</p> <p><b>Deliberate Practice Diary Form Due</b></p>             |
| Week 15;<br>Dec 1      | Working with difficult clients; managing negative reactions | <p>Readings: Newman (2007); Wolf et al. (2017)</p> <p><b>Reading quiz 14 and Discussion questions 14 due</b></p> <p><b>CBT Skills check-out video due by midnight (5 skill exercises)</b></p>                                             |
| Final Exam<br>(Dec 15) |                                                             | <p><b>IPT and CBT treatment plans due via Canvas upload by Dec 15 11:59pm.</b></p>                                                                                                                                                        |