I. COURSE DOMAIN AND BOUNDARIES

This course will help students gain knowledge and basic skills in Interpersonal Psychotherapy (IPT), an evidence-based treatment for depression. The course will include theoretical underpinnings of IPT, review of empirical literature supporting the use of IPT in specific populations, and adaptations across cultures and psychiatric disorders. The course will review IPT techniques, common issues, and therapeutic skills. Opportunities to practice skills and techniques will be provided throughout the course.

The broad objective of this course is to introduce core concepts and provide an opportunity to practice certain clinical skills. Specific objectives include:

1. To educate students about empirical support for IPT as an evidence-based practice.
2. To educate students about key IPT theory and concepts.
3. To teach IPT process, focus areas, and techniques.
4. To discuss common therapeutic issues and client questions.
5. To provide specific opportunities for IPT skill development and practice.

By the end of the course, students will be more confident in their ability to assess, articulate a case formulation and provide treatment for clients with major depression using IPT. Advanced practice skills that will be addressed throughout the course include psychoeducation, contracting, conducting an interpersonal inventory, exploratory techniques, encouragement of affect, clarification, communication analysis, use of the therapeutic role, behavioral change techniques, and handling non-response to treatment. Case material and experiential exercises will be used to increase students’ practice skills. Students will also become familiar with empirical evidence on the use of IPT with specific disorders and populations to support evidence-based practice. While IPT is an empirically supported intervention for major depression and has been adapted for treatment of other psychiatric disorders, there are certain cases where IPT may not be indicated based on empirical studies.

II. MSW Competencies Addressed in this Course

| Engage diversity and difference in practice. | C2 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
III. TEACHING METHODS

This course will involve interactive class discussion, role play, individual and group supervision, technique demonstration, and student case presentations. These teaching strategies will be used to help students master the theoretical approaches and necessary skills needed to treat adult and adolescent clients with major depression using IPT. It is expected that each student will be actively involved in this course; thus, active participation in class discussion, role-play, and case presentation is mandatory.

IV. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their
instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

VI. READINGS

Required text (may be purchased at the Campus Bookstore):


Recommended text (may be purchased at the Campus Bookstore):

All other required articles (listed for the specific lecture week) are electronically available on Blackboard or on hard copy reserve in the Brown School library.

**VII. ORGANIZATION OF COURSE**

This course is structured in two parts. The first half of the semester will be focused on an overview of Interpersonal Psychotherapy and its application as a treatment for depression. During the second half of the semester we will examine adaptations to IPT and applications to various mental health populations. Throughout the course there will be a focus on IPT skills development. This will be accomplished by skills demonstrations, role play, and report writing.

**VIII. ROLE OF FACULTY AND STUDENT**

Faculty: The instructor will provide a supportive learning environment that includes information via readings, lectures, and practical examples. The instructor will be available to students by appointment. The instructor invites students to give feedback and suggestions throughout the course.

Student: Attendance at all classes is required and is defined as active participation in discussion as well as thorough completion of assignments. Students are expected to maintain personal and professional boundaries at all times in discussions and role plays. In the event of illness or emergency, contact the instructor immediately. If you are unable to contact the instructor, call the Brown School Service Center, 935-6620.

**IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITY**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
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<tr>
<td>IPT Quiz</td>
<td>2,4,6,7,8</td>
<td>knowledge</td>
</tr>
<tr>
<td>Therapy Transcripts</td>
<td>6,7,8</td>
<td>knowledge, skills, cognitive/affective processes</td>
</tr>
<tr>
<td>Course of IPT Case Report</td>
<td>6,7,8</td>
<td>knowledge, skills, cognitive/affective processes</td>
</tr>
<tr>
<td>Student led discussion on IPT adaptation</td>
<td>2,4</td>
<td>knowledge</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
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</thead>
<tbody>
<tr>
<td>in-class IPT skills practice</td>
<td>6,7,8</td>
<td>skills</td>
</tr>
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**X. ASSIGNMENTS AND GRADING CRITERIA**

Assignments must be turned in at the beginning of class on the due date. **Late assignments will result in a 10% deduction of points off the assignment score (for each day late) and PRE-APPROVED late submissions will only be accepted up to 1 week late,** unless there are extenuating circumstances. Students will demonstrate their mastery of the course content by their ability to contribute to and participate in class discussions and exercises. **Class attendance and participation is strongly considered in determining students’ grades.**

Specific instructions, an example, and a grading rubric will be available for all assignments on Blackboard. Course grades will be based on the following assignments:

**IPT Quiz (25 points):**
Quizzes are a fun way to consolidate knowledge learned through readings and in-class lectures and discussions. Students will be able to work in small groups to complete this 25-question quiz. All students will turn in their own answers (thus if any individual disagrees with the group consensus they are free to answer independently).

**Therapy Transcripts (15 points):**
Transcripts of therapy sessions are often used to help illustrate therapy techniques, especially when video or *in vivo* demonstrations are not available. This assignment is designed to help illustrate how an IPT therapist utilizes specific skills in a therapy session. Students will be given a transcript of a therapy session conducted by a therapist using a
psychotherapy style other than IPT. Students will then re-write the transcript from the perspective of an IPT therapist. In-class discussion and peer editing will aid in the process.

**Student led Discussion on IPT Adaptation (20 points):**
Critically reviewing literature is an essential skill for all practicing clinicians and scholars. This activity is designed to engage students in critical literature review and synthesis about various ways IPT has been modified and applied over the past 30-40 years. Students will be assigned a specific IPT adaptation topic in which to lead the class discussion. It is recommended that the discussion leader read all of the suggested articles listed for that topic to best be able to facilitate thoughtful discussion. All other students should choose at least 2 articles per topic and be prepared to contribute to the discussion. Discussion tips will be posted on Blackboard to assist the leaders.

**Course of IPT Case Report (20 points):**
This assignment is designed to give students an opportunity to demonstrate competency in the application of IPT. Case formulation using an interpersonal model in the initial sessions of treatment is paramount to the application of IPT for depressed clients. In this assignment, students will demonstrate an ability to formulate a case using IPT. It should include a description of the application of IPT with either a real or fictional character role played in class or a current case example from your practice. If a case example, issues of confidentiality must be respected. You will need to succinctly summarize relevant background and history, interpersonal inventory, IPT focus area, IPT techniques used etc. This brief description should contain information that you might expect in a good referral – basic demographic information, known health history, prominent symptoms, and a short summary of the presenting problem. When conceptualizing this case you will want to frame the presenting problem associated with the onset of the current episode of depression in an interpersonal context. You want to choose or create a case that can be formulated using an interpersonal framework. (approximately 4-6 pages)

**Class attendance and participation (20 points):** Your participation in class is an important part of your learning in this course. Each absence from class will result in a 1 point deduction in your participation grade (per instructor’s discretion on a case by case basis). Students are expected to come to class prepared to participate in discussions based on the readings and other course materials. Students are also expected to complete an end of class reflection provided by the instructor.

TOTAL: 100 points

**GRADE SCALE:**

A  94-100  
A-  90-93  
B+  88-89  
B   84-87  
B-  80-83  
C+  78-79  
C   75-77  
C-  73-70  
F   below 70
XI. COURSE OUTLINE

01/16/18  Review Syllabus

Introduction and Overview of Interpersonal Psychotherapy

Required Readings Due:


Recommended:

01/23/18  IPT for Depression: Initial Phase (timeline, interpersonal inventory, psychoeducation, sick role)

Required Readings Due:
Weissman book: Chapter 4


Recommended:
Stuart book: Chapter 5 (pages 72-82)

01/30/18  IPT Initial Phase: Case Formulation

Required Reading Due:


Recommended:
Stuart book: Chapter 6 (pages 83-95)

02/06/18  IPT Middle Sessions: Role Transitions (plus clarification, problem solving, and use of affect)

Required Reading Due:
Weissman book: Chapters 7 & 10

Recommended:
Stuart book: Chapters 8, 10, 11, and 15

02/13/18  IPT Middle Sessions: Role Disputes (plus communication analysis, role play, and homework)

Required Readings Due:
Weissman book: Chapters 6 & 10

Recommended:
Stuart book: Chapters 9, 12, 13

02/20/18  IPT Middle Sessions: Grief and Interpersonal Deficits
Required readings due:
Weissman book: Chapters 5 & 8

Bryant, Richard A. "Is pathological grief lasting more than 12 months grief or depression?" *Current opinion in psychiatry* 26.1 (2013): 41-46.

Recommended reading:
Stuart book: chapter 16

### 02/27/18
**Common Problems and Ending Treatment**
**THERAPY TRANSCRIPTS PROJECT**

**Required Readings Due:**
Weissman book: Chapters 9 & 11


**Recommended reading:**
Stuart book: chapter 17

### 03/06/18
**IPT Adaptations (Student Led Discussion)**
**IPT with Older Adults**
**THERAPY TRANSCRIPTS PROJECT**

Weissman book: Chapter 15


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**Eating Disorders**
Weissman book: Chapter 20


03/13/18  **SPRING BREAK!**

03/20/18  **IPT Adaptations (Student Led Discussion)  IPT QUIZ IN CLASS TODAY**

**Depression in Adolescents**

Weissman book: Chapter 14


**Maintenance Treatment**


**03/27/18**

**IPT Adaptations (student led discussion)**

**Peripartum**

Weissman book: Chapter 13


**Engagement Strategies/Brief Treatment/IPT with Mothers**

Weissman book: Chapter 16


**04/03/18** IPT Adaptations (Student led discussion)

**Bipolar Disorder**

Weissman book: chapter 18


**International/Cultural**

Weissman book: chapter 24


**04/10/18**

**IPT Adaptations (student led discussion)**

**PTSD/Trauma/IPV**

Weissman book: Chapter 22


**Persistent Depressive Disorder (Dysthymia/Chronic Depression)**

Weissman book: Chapter 17


**04/17/2018**

**IPT Adaptations (student led discussion)**

**Medically ill/Medical Settings/ Non-specialty Settings**

Weissman book: Chapter 16


**Personality Disorders**

Weissman book: Chapter 23


**IPT Adaptations (student led discussion)**

**Anxiety Disorders**

Weissman book: Chapter 21


**Alternative Delivery/ Using Technology**

Weissman book: chapter 25

Donker, T., Bennett, K., Bennett, A., Mackinnon, A., van Straten, A., Cuijpers, P., ... & Griffiths, K. M. (2013). Internet-Delivered Interpersonal Psychotherapy Versus Internet-Delivered Cognitive Behavioral Therapy for Adults With Depressive Symptoms: Randomized Controlled Noninferiority Trial. *Journal of Medical Internet research, 15*(5).


**05/01/18 Final Course of IPT Case Reports Due**

**Mechanisms of change/ IPT Training and Dissemination / Final Thoughts**


