Introduction to Psychotherapy Research
(Equivalent to a tutorial in the Life Science PhD program)

2 ECTS

Teacher: Prof. Dr. Ueli Kramer, Dep. Psychiatry, CHUV
Level: Introductory
Pre-requirements: none

Objectives

This introductory course and tutorial will inform the participants about research designs which test the efficacy and effectiveness of psychotherapy, types of assessment of change, and will provide a headstart into the diversity of psychotherapy models from an integrative perspective and the different methodologies to assess them. The course will discuss candidate variables explaining the effectiveness of psychotherapy and differentiate between predictors, moderators and mechanisms. Further, the utility of neuroimaging methods to highlight brain-level changes correlating with treatment changes will be discussed.

Assessment

Participants are expected to be present to all course sessions, and to actively participate.
Participants should become familiar with the literature on the topic by reading the materials listed below before each course session. Those materials will be made available on Moodle (please see below).
As final course assessment, participants will have to provide a 1-2 page term paper after the course discussing one of the questions below:

1. Discuss at least two research designs testing the efficacy and effectiveness of psychotherapy.
2. Discuss three candidate variables explaining the effects of psychotherapy.
3. Discuss at least two methodological problems in the demonstration of mechanisms of change.
4. Discuss the relevance of neuroscience methods to explain psychotherapeutic changes.

Essays resulting in a "pass" should a) respect formal APA guidelines (7th edition, APA, 2020), b) provide a clear response to the question, c) use methodological details from at least one empirical study to illustrate the response.
American Psychological Association (2020). *Publication Manual of the American Psychological Association. 7th edition*. Washington, D. C.: APA.

Deadline for term papers is January 4, 2027 via e-mail to Ueli.kramer@chuv.ch

Course sessions in 2026

Session 1: (30 October, 08:00-12:00)

Introduction, design, outcome research and integration practice-research

Readings:

- Castonguay, L. G., Barkham, M., Lutz, W., & McAleavey, A. (2013). Practice-oriented research: approaches and applications. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change* (pp. 85-133; Sixth Edition). Hoboken, NJ: Wiley.
- Lambert, M. J. (2013). The efficacy and effectiveness of psychotherapy. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change* (pp. 167-168; Sixth Edition). Hoboken, NJ: Wiley.

Session 2: (6 November, 08:00-12:00)

Systems of psychotherapy: theories, models, psychotherapy integration

Readings:

- Goldfried, M. R. (1980). Toward the delineation of therapeutic change principles. *American Psychologist, 35*(11), 991-999.
- Goldfried, M. R. (2018). Obtaining consensus in psychotherapy: What holds us back? *American Psychologist, 74*(4), 484-496.
- Prochaska, J. O., & Norcross, J. C. (2014). *Systems of psychotherapy. A transtheoretical analysis.* Stamford, CT: Cengage.

Session 3: (13 November, 08:00-12:00)

Assessment of effects of psychotherapy

Readings:

- Haynes, S. H., Pinson, C., Yoshioka, D., & Kloezeman, K. (2008). Principles and methods of behavioral assessment in clinical research. In D. McKay (Ed.), *Handbook of Research Methods in Abnormal and Clinical Psychology* (pp. 109-124). Thousand Oaks: Sage Publications.
- Haynes, S. N., Smith, G. T., & Hunsley, J. D. (2011). *Scientific Foundations of Clinical Assessment.* New York: Routledge.
- Nosen, E., & Woody, S. R. (2008). Diagnostic assessment in research. In D. McKay (Ed.), *Handbook of Research Methods in Abnormal and Clinical Psychology* (pp. 109-124). Thousand Oaks: Sage Publications.
- Ogles, B. M. (2013). Measuring change in psychotherapy research. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change* (pp. 134-166; Sixth Edition). Hoboken, NJ: Wiley.
- Youngstrom, E. A., & Van Meter, A. (2018). Advances in evidence-based assessment: using assessment to improve clinical interventions and outcomes. In J. Hunsley & E. J. Mash (Eds.), *A guide to assessment that work. Second edition* (pp. 32-44). New York: Oxford University Press.

Session 4: (20 November, 08:00-12:00)

Predictors of psychotherapy outcome and qualitative research

Readings:

- Bohart, A. C., & Wade, A. G. (2013). The client in psychotherapy. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change* (pp. 219-257; Sixth Edition). Hoboken, NJ: Wiley.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research. A practical guide for beginners.* London: Sage Publications.
- Delgadillo, J., Rubel, J., & Barkham, M. (2020). Towards personalized allocation of patients to therapists. *Journal of Consulting and Clinical Psychology, 88*(9). 799-808.
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA publications and communications board task force report. *American Psychologist, 73*(1), 26-46.
- Wampold, B. E., & Imel, Z. E. (2015). *The great psychotherapy debate. Second edition.* New York: Routledge.

Session 5: (27 November, 08:00-12:00)

Mechanisms of change and process research

Readings:

- Crits-Christoph, P., Connolly Gibbons, M. B., & Mukherjee, D. (2013). Process-outcome research. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change* (pp. 298-340; Sixth Edition). Hoboken, NJ: Wiley.
- Cuijpers, P., Reijnders, M., & Huibers, M. J. (2019). The role of common factors in psychotherapy outcomes. *Annual Review of Clinical Psychology, 15*, 207-231.
- Hoglend, P., & Hagtvet, K. (2019). Change mechanisms in psychotherapy: Both improved insight and improved affective awareness are necessary. *Journal of Consulting and Clinical Psychology, 87*(4), 332-344.
- Kramer, U., & Stiles, W. B. (2015). The responsiveness problem in psychotherapy: A review of proposed solutions. *Clinical Psychology: Science and Practice, 22*(3), 277-95.
- Kramer, U., Keller, S., Caspar, F., de Roten, Y., Despland, J.-N., & Kolly, S. (2017). Early change in coping strategies in responsive treatments for borderline personality disorder: A mediation analysis. *Journal of Consulting and Clinical Psychology, 85*(5), 530.

Session 6: (4 December, 08:00-12:00)

Use of neurobiology in psychotherapy research

Readings:

- Goodman, M., Chen, J., & Hazlett, E. A. (2018). Neurobiological underpinnings of psychosocial treatment in personality disorders. In C. Schmahl, K. Luan Phan, R. O. Friedel, &

L. J. Siever (Eds.), *Neurobiology of personality disorders* (pp. 405-414). New York: Oxford University Press.
- Lane, R. D., & Nadel, L. (2020). *Neuroscience of enduring change. Implications for psychotherapy*. New York: Oxford University Press.
- Schmitt, R., Winter, D., Niedtfeld, I., Herpertz, S. C., & Schmahl, C. (2016). Effects of Psychotherapy on Neuronal Correlates of Reappraisal in Female Patients With Borderline Personality Disorder. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging, 1*(6), 548-557. Doi: 10.1016/j.bpsc.2016.07.003.

Course location
Salle Bovet, 5e étage, Consultation de Chauderon, Place Chauderon 18, 1003 Lausanne.

Registration
The course is limited to 12 participants. Register before October 1 by writing a mail to lndscourses@gmail.com (with your supervisor in copy) and stating the course title as subject.

Reading materials on Moodle
For accessing the course materials, please do the following:

- go to "https://moodle2.unil.ch"
- log in with your institutional/university address
- click on "Faculté de Biologie et de Médecine" > "Ecole doctorale / doctoral school" > "Lemanic Neuroscience Doctoral School"
- the materials will be stored under " Introduction to Psychotherapy Research in Neuroscience"

Please make use of the “self-enrollment” method. The access key to use is “Kramer2021”.
In case of persisting problems please contact the LNDS coordinator: Ulrike.toepel@unil.ch.