

Special Topics: Evidence Based Psychotherapy
Psych 5580A

Instructor: Jennifer Lundgren, Ph.D. Course Time: Thursday, 4:30 to 7:15 pm
Contact Information: 4825 Troost, 108 C Course Location: 4825 Troost, Rm 214M
lundgrenj@umkc.edu; Ph: 816-235-5384 Office Hours: Tuesday 10:00 to noon or by appt.

Required Texts:

Barlow, D.H. (2008). Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual. The Guilford Press: New York.

Articles/chapters listed for each topic are posted on Blackboard.

Recommended Texts:

Therapist guides and client workbooks from the Treatments That Work series (Oxford University Press; www.oup.com/us/ttw)

Purpose of the Course

Evidence Based Psychotherapy is designed to teach first and second year doctoral students in clinical psychology to evaluate critically the research base upon which EBP exists and to demonstrate skill in the use of evidence based psychotherapy for a variety of psychiatric disorders. In this context, students are also required to demonstrate appropriate ethical decision making as it is related to research and practice in psychotherapy. This is a core course in our APA approved doctoral program in clinical psychology, and is completed before or during the students' first clinical practicum.

Course objectives

By the end of this course you should be able to know/do the following:

- ❖ Describe the history of the Evidence Based Psychotherapy (EBP) movement in the U.S.
- ❖ Differentiate between *efficacy* and *effectiveness* research
- ❖ Critically evaluate the research base upon which EBP rests
- ❖ Demonstrate appropriate ethical decision making as it is related to psychotherapy in both research and clinical contexts
- ❖ Develop a functional analysis of behavior to guide your treatment plan
- ❖ Effectively demonstrate EBP skills, and apply these interventions to the wide variety of people and problems you encounter in clinical settings
- ❖ Develop a plan to effectively monitor treatment outcome

Course Structure

This course will be part lecture/discussion and part student led demonstration/discussion, with the aim of blending traditional lecture, seminar, and active learning style courses. Lectures will last 1-1.5 hours, with the remaining time devoted to discussion of the course readings and/or student case conceptualizations and role play demonstrations. The text book should be used as a general reference and overview of current EBP research and techniques. The Blackboard readings should be studied in depth, as they will comprise the basis of our discussions. You should also read and familiarize yourself with the Ethical Principles of Psychologists and Code of Conduct (2002). This document is available to you via the APA website and will be handed out in class. Dr. Lundgren has copies of several of the therapist treatment guides and client workbooks—you should consult with her as you organize your mock case and role play.

Course Requirements

The success of this course will depend very much on the degree of your interest and participation. Active participation in discussions is therefore essential.

You will be evaluated based on the following criteria:

- ❖ Each **Wednesday** by noon, emailing **two discussion questions** about the reviewed literature to me. You can focus your discussion questions on a particular reading or they can be broad questions encompassing each of the readings. Questions need not be longer than a couple of sentences. I will organize the questions and distribute them in class.
- ❖ **Full participation** in class discussions *and* activities.
- ❖ **Functional analysis of behavior and effective demonstration of therapy technique.** Starting with Part III, one or two student pairs will present a functional analysis of a mock client's behavior to the class and demonstrate a therapy skill. As a pair, you will:
 1. Present a *functional analysis* of your mock client's behavior based on the psychotherapy skill you will demonstrate.
 2. Demonstrate/role-play a core therapeutic technique that relates to your topic. For example, if your disorder is OCD and your EBP is behavior therapy; one of you will play the role of therapist and the other will play the role of client. You will present a brief case conceptualization and a detailed functional analysis of the obsessive/compulsive behavior based on the behavioral model and demonstrate exposure and ritual prevention for the class.
Note: You are to demonstrate a technique, not the entire therapy session. This demonstration should be no longer than 15-20 minutes.
 3. You will create a list of assessment and treatment resources for your topic that includes key literature (articles/reference list for books, manuals), assessment questionnaires, helpful handouts and websites, and any other resources that will benefit you and your classmates when treating a client who presents to therapy with that particular disorder.
- ❖ **Midterm Examination** (take home). This examination will cover the material from Parts I and II.
- ❖ **Final Examination** (in class, modeling clinical comprehensive examination-type questions). This examination will primarily cover the material from Part III, but will also include conceptual and ethical issues from Parts I and II. In other words, it will require you to demonstrate effective integration of the course material in a comprehensive examination-type format.

Course Evaluation

Your grade for this course will be based on the described course requirements. In principle, everyone who regularly participates in class discussion, writes timely and thoughtful discussion questions, presents accurate and skilled class demonstrations, and performs well on the exams can earn an A. No student will get an A without actively participating in all class meetings.

A detailed breakdown of the course evaluation is as follows:

Discussion Questions: 5 points for each pair of questions

Class Participation: pass/fail

Case Conceptualization/Skill Demonstration: 100 points

Midterm: 100 points

Final: 100 points

Miscellaneous Course Information

Academic Dishonesty—I will follow the UMCK policy and procedures regarding academic dishonesty. Do not plagiarize and cite in APA style.

Disability Services—Please contact me if you desire an accommodation under the Americans with Disability Act; Office of Disabled Student Services: 816-235-5696.

Guests—Please contact me *before* bringing a guest to class (i.e., child, spouse, friend, etc.). Under most circumstances this is not acceptable, but accommodations can be made with advance notice and under exceptional circumstances.

Attendance—You are expected to be here for all scheduled classes. See me in advance if you need to be away due to an academic conference.