

PSYC 6313.001 Evidence Based Practice; PSYC 5312.001 Evidence Based Psychotherapy; PSYC 5380.001 Seminar

Fall 2021

Class Meeting: Thursdays 2-4:45pm **Room:** HPR 262

Office Hours: Mondays 10-11am, Wednesdays 11am-1pm, and by appointment. I am happy to meet via zoom. Please email me and I will set up a zoom meeting.

Instructor: Olga Berkout, Ph.D. Assistant Professor| **Office:** HPR 219| **Phone:** 903-566-7341| oberkout@uttyler.edu (best way to reach me)

Course Catalog Description

PSYC 6313/5312/5380: Evidence Based Practice/Evidence Based Psychotherapy/Seminar (3 hours) This course will provide an overview of evidence-based interventions and considerations in their application. Students will integrate case conceptualization and application of empirically supported approaches with consideration of factors important for successful implementation, such as client culture and context. Role plays will be used to develop skills throughout the course.

Student Learning Outcomes: Students will integrate case conceptualization and treatment, understand evidence-based practice across psychological difficulties, and demonstrate effective application of intervention techniques.

Required Readings:

Barlow, D.H. (2021). *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual, 6th Edition*. Guilford.

This text may be accessed electronically at:

<https://libguides.uttyler.edu/c.php?g=1066647&p=7764768>

Article readings as listed on course schedule below, available on Canvas.

NOTE: A student at UT Tyler is not under any obligation to purchase a textbook from a university- affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Structure and Instructor Expectations

In this course, class time is largely comprised of lectures, activities, and discussions. You should come to class prepared to discuss assigned readings and to be actively involved in your own learning, by asking questions and being engaged in class activities.

Attendance – While it is strongly recommended that you do not miss any classes, you are permitted to miss two classes with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a third unexcused absence, you will receive a one-letter grade deduction from your final grade in the course (e.g., A to B, B to C and so on). Each subsequent unexcused absence will result in another drop of a letter grade. Absences

occurring due to extenuating circumstances outside a student's control are considered excused. Examples of potential excused absences include illness, death in the family, and similar challenging events. The instructor determines whether an absence is considered excused.

Class Punctuality - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade.

Requirements/Grading

Please check course announcements/email regularly for any changes in requirements

5312/5380 Presentation Project (50%): Master's students will work in groups of three students to give class presentations on an evidence-based intervention selected from the APA Division 12 (adults) website list <https://div12.org/treatments/> or APA Division 53 (youth) website list <https://effectivechildtherapy.org/therapies/>. This assignment will include five components: 1) students will post an article reading on Canvas at least one week prior to the presentation (10%), 2) a presentation describing the intervention and the extent to which it may have been used with or adapted for diverse populations (20-25 minutes 20%), 3) demonstration of at least one technique that is used in the intervention (about 10-15 minutes, if possible one that differs from those already covered in class, 5%), 4) include skill practice for students to try (about 20 minutes) this could be a role play of a skill, worksheet, or similar (10%), 5) three questions facilitating class discussion (5%). All group members should participate. Please submit your powerpoint presentation to me.

Your presentations should include a discussion of relevant background and theoretical model, proposed mechanism of dysfunction, and the manner in which the intervention is intended to address this proposed mechanism. For example, Cognitive Therapy views automatic thoughts and core beliefs as key contributors to dysfunction and aims to change these through cognitive restructuring interventions. Additionally, you should outline the typical course of treatment. You will need to use outside resources to develop your presentations. Only one group should present on a particular topic. Please email me with any questions and to let me know your group topic selection.

6313 Group Paper (50%): Doctoral students will work in groups of 2 to 3 to put together a brief paper on an issue relevant to evidence-based practice that may be submitted to a journal. Students may consider the Association for Behavioral and Cognitive Therapies (ABCT) The Behavior Therapist, free copies of which are available at <https://www.abct.org/Journals/?m=mJournal&fa=TBT>. The Behavior Therapist accepts brief (6-12 double spaced pages) submissions and is a good journal target, although you can select an alternative journal for me to review and approve. The alternative journal should focus on a topic relevant to evidence-based practice and accept submissions of a similar length. This assignment will include five components 1) topic and paper outline with sections assigned to group members and target journal (5%), 2) an initial paper submission which should be well-written, consistent with journal guidelines for length and format, and include APA formatted references (20%), 3) you will receive feedback on your paper submission and modify the paper in response. You will

submit both the modified paper (18%) and the feedback with response to each point bulleted (7%).

Class Participation (15%): Students are expected to attend class, prepare by doing the readings, and participate in discussion. Unexcused absences, lateness, and lack of preparation or participation in class detract from your participation grade.

Quizzes (35%): Students will take seven multiple choice quizzes throughout the semester covering reading material for that week and the prior week which are due Thursdays by 2pm. These are available for 24 hours on Canvas starting at 2pm Wednesdays. The best way to prepare for these is to ensure that you are completing the reading for each week prior to class. Reviewing lecture slides without reading the material is not sufficient preparation for quizzes.

Late Work is deducted 10% for each day late if lateness is unexcused. Lateness due to reasons outside a student's control (e.g., illness, death in the family, and similar) would not result in a grade deduction. All work must be submitted by the last day of class.

Grade Composition 5312/5380

- Class Participation 15%
- Quizzes 35%
- Presentation Project 50%

Grade Composition 6313

- Class Participation 15%
- Quizzes 35%
- Group Paper 50%

Grades:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

Rounding is done following mathematical convention, 89.5 would be rounded to a 90, 89.4 to an 89.

Tentative Course Schedule (please check course announcements/email regularly for any changes)

	Topic	Readings/Assignments. All assignments and quizzes are due by 2pm on Thursdays.
Week 1: 8/26/21	Introduction & Enhancing Motivation	Rollnick & Allison, 2004 Miller & Rollnick, 2009
Week 2: 9/2/21	Behavioral Parent Training	Kazdin, 2017

		Carpenter et al., 2014 Quiz 1 (week 1 & 2 material) Topics and Groups
Week 3: 9/9/21	Behavioral Activation for Depression	Paper Outline due (6313) Chapter 9 Ramnero et al., 2015
Week 4: 9/16/21	Cognitive Restructuring and Cognitive Therapy for Depression	Chapter 7 Clark, 2014 Quiz 2 (week 3 & 4 material)
Week 5: 9/23/21	Exposure and Cognitive Behavioral Therapy	Chapter 1 Craske et al., 2014
Week 6: 9/30/21	Exposure and Cognitive Behavioral Therapy	Chapter 4 Abramowitz et al., 2018 Quiz 3 (week 5 & 6 material)
Week 7: 10/7/21	Acceptance and Mindfulness and Acceptance and Commitment Therapy for Chronic Pain	Levin et al., 2013 Feliu-Soler et al., 2018
Week 8: 10/14/21	Acceptance and Mindfulness and Acceptance Based Behavioral Therapy	Chapter 5 Roemer et al., 2013 Initial paper submission due (6313) Quiz 4 (week 7 & 8 material)
Week 9: 10/21/21	Unified Protocol for Emotional Disorders	Chapter 6 Barlow et al., 2016
Week 10: 10/28/21	Dialectical Behavior Therapy	Chapter 10 Linehan & Wilks, 2015 Quiz 5 (week 9 & 10 material)
Week 11: 11/4/21	Presentations (5312/5380)	Student provided readings
Week 12: 11/11/21	Presentations (5312/5380)	Student provided readings Quiz 6 (week 11 & 12 material)
Week 13: 11/18/21	Presentations (5312/5380)	Student provided readings
Week 14: 11/25/21	Fall Break No Class	
Week 15: 12/2/21	Presentations (5312/5380)	Student provided readings Quiz 7 (week 13 & 15 material) Modified paper and response to feedback due 12/2 by end of day (6313)
Week 16: Scheduled final exam date/time	Presentations (5312/5380)	Student provided readings

Article Readings (these are posted on Canvas)

- Abramowitz, J. S., Blakey, S. M., Reuman, L., & Buchholz, J. L. (2018). New Directions in the Cognitive-Behavioral Treatment of OCD: Theory, Research, and Practice. *Behavior Therapy, 49*(3), 311–322. <https://doi.org/10.1016/j.beth.2017.09.002>
- Barlow, D.H., Allen, L.B., & Choate, M.L. (2016). Toward a unified treatment for emotional disorders. *Behavior Therapy, 47*, 838-853.
- Carpenter, A. L., Puliafico, A. C., Kurtz, S. M. S., Pincus, D. B., & Comer, J. S. (2014). Extending Parent–Child Interaction Therapy for early childhood internalizing problems: New advances for an overlooked population. *Clinical Child and Family Psychology Review, 17*(4), 340–356. <https://doi.org/10.1007/s10567-014-0172-4>
- Clark, D. A. (2014). Cognitive Restructuring. In Hofmann, S. G., Dozois, D. J. A. (Eds.), *The Wiley Handbook of Cognitive Behavioral Therapy* (pp. 23-44). Wiley-Blackwell. <https://doi.org/10.1002/9781118528563.wbcbt02>
- Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. *Behaviour Research and Therapy, 58*, 10–23. <https://doi.org/10.1016/j.brat.2014.04.006>
- Feliu Soler, A., Montesinos, F., Gutiérrez-Martínez, O., Scott, W., McCracken, L., & Luciano, J. (2018). Current status of Acceptance and Commitment Therapy for chronic pain: a narrative review. *Journal of Pain Research, 11*, 2145–2159. <https://doi.org/10.2147/jpr.s144631>
- Kazdin, A.E. (2017). Parent management training and problem-solving skills training for child and adolescent conduct problems. In J.R. Weisz & A.E. Kazdin (Eds.). *Evidence-based Psychotherapies for Children and Adolescents* (3rd ed., pp. 142-158). New York: Guilford Press.
- Levin, M. E., Hayes, S. C., & Vildardaga, R. (2013). Acceptance and Commitment Therapy: Applying an iterative translational research strategy in behavior analysis. *APA Handbook of Behavior Analysis, Vol. 2: Translating Principles into Practice.*, (pp. 455–479). <https://doi.org/10.1037/13938-018>
- Linehan, M. M., & Wilks, C. R. (2015). The course and evolution of Dialectical Behavior Therapy. *American Journal of Psychotherapy, 69*(2), 97–110. <https://doi.org/10.1176/appi.psychotherapy.2015.69.2.97>
- Miller, W. R., & Rollnick, S. (2009). Ten things that Motivational Interviewing is not. *Behavioural and Cognitive Psychotherapy, 37*(2), 129–140. <https://doi.org/10.1017/s1352465809005128>
- Ramnerö, J., Folke, F., & Kanter, J. W. (2015). A learning theory account of depression. *Scandinavian Journal of Psychology, 57*(1), 73–82. <https://doi.org/10.1111/sjop.12233>

Roemer, L., Williston, S. K., Eustis, E. H., & Orsillo, S. M. (2013). Mindfulness and Acceptance-Based Behavioral Therapies for anxiety disorders. *Current Psychiatry Reports*, 15(11). <https://doi.org/10.1007/s11920-013-0410-3>

Rollnick, S. & Allison, J. (2004). Motivational Interviewing. In N. Heather & T. Stockwell (Eds.). *The Essential Handbook of Treatment and Prevention of Alcohol Problems* (pp 105-116). Wiley & Sons.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar> ([Links to an external site.](#)). Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible disabilities such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> (Links to an external site.) and fill out the **New Student** application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> (Links to an external site.), the SAR office located in the University Center Room 3150, or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism detection software.

Important Covid-19 Information for Classrooms and Laboratories

Please review UT Tyler COVID policies with the most up to date information accessible at <https://www.uttyler.edu/coronavirus/>. This page is updated as changes to policy occur.

Recording of Class Sessions

Although no current recording is planned, class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

COVID Guidance

Information for Classrooms and Laboratories: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT

Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.