Course Objective: To foster the integration of clinical science and the practice of psychotherapy.

Course Goals:

1. Students will become familiar with the benefits and limitations of identifying and using empirically supported psychological treatments (ESTs) and the professional controversies surrounding identification and dissemination of ESTs.

2. Students will learn to critically evaluate treatment outcome research.

3. Students become familiar with a number of ESTs for various disorders in an adult population.

4. Students will enhance their ability to conceptualize psychopathology and to translate that conceptualization into an informed, empirically supported treatment approach.

Text:


Other readings will be posted on Blackboard or will be on reserve in the Rosengarten Reading Room of Van Pelt Library.

Evaluation:

10% Class participation and occasional homework

20% Class presentation

70% Paper

The success of this class will rest upon discussion among seminar members and participation in activities such as role-plays. Accordingly, a small portion of your grade will be based on class participation to recognize the importance of this factor. The remainder of the grade will be based upon a written paper and your oral presentation of that paper.
You have considerable latitude as to what the paper may consist of, but it must deepen your knowledge of one or more ESTs with which you are not now highly familiar and must include your close review of at least one treatment manual for that EST. I have ordered a number of manuals to be put on reserve in Van Pelt Library. I will endeavor to assist you in finding others. An approximate length for the paper is 15 pages. The paper should be double spaced and written in APA 5th edition style. Paper topics must be cleared with me before spring break. The following are just some examples of possible paper topics:

1. Compare two approaches for the treatment of a given problem. Consider how distinct these treatments really are. If you were developing the adherence measures for a treatment study, what would distinguish these two treatments? Are the mechanisms by which these two treatments work different? Is there any evidence saying that one treatment should be preferred over the other, for example, because of a difference in efficacy, difference in effectiveness, ease of dissemination, acceptability to clients, cost, lack of negative effects, and the like?

2. Consider a client you are presently seeing or have seen in the past. What ESTs would be pertinent, if any, for this client? On what basis would you make an evidence-based choice about the best treatment for this client? Does your client match any known moderators of efficacy for this treatment? Presume that you would assess the client’s progress across treatment. What instruments would you use to do this? If the client was not improving, what would be the alternative treatment, and why?

The class presentation will be an oral version of your paper. You will have 20 minutes for your presentation and 5-10 minutes for questions.

Class Schedule and Reading List

Note that this is a draft of the schedule. More readings will be added, and there may be changes to the order of the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan. 10</td>
<td>Introduction to EST Movement</td>
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<tr>
<td>Class 1</td>
<td>Reading:</td>
<td>Task Force on Promotion &amp; Dissemination of Psychological Procedures (1995) required</td>
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<td>Chambless &amp; Hollon (1998) required</td>
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<td>Chambless &amp; Ollendick (2001) optional</td>
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<td>Hunsley &amp; Di Giulio (2002) optional</td>
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<td>Jan. 17</td>
<td>No class. Martin Luther King’s Birthday</td>
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<tr>
<td>Jan. 24</td>
<td>Interpersonal therapy of depression &amp; eating disorders</td>
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<tr>
<td>Class 2</td>
<td>Barlow, Chap. 7</td>
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Fairburn (1993)

Jan. 31 CBT of eating disorders
Class 3 Barlow, Chap. 8

Feb. 7 CBT of depression
Class 4 Barlow, Chap. 6

Feb. 14 Short-term psychodynamic psychotherapy
Class 5 Luborsky et al. (1995)
Leichrensing et al. (2004)

Feb. 21 CBT of anxiety disorders
Class 6 Barlow, Chaps. 1 & 3

Feb. 28 Imaginal & in vivo exposure for anxiety disorders
Class 7 Barlow, Chaps. 2 & 5

March 7 No class. Spring Break

March 14 Class to be rescheduled a/c APA site visit to March 16, 12-2.
Class 8 Complete Treatment of OCD & In Vivo Exposure
Dialectical behavior therapy for borderline personality disorder
Barlow, Chap. 11; Review Barlow Chapter on OCD regarding ERP.

March 21 Treatment of alcohol and substance abuse
Class 9 Barlow, Chap. 9 & 10

March 28 Couples & family therapy
Class 10 Barlow, Chaps. 12 & 14

April 4 Class to be rescheduled.
Class 11 CBT for pain management & stress inoculation
Barlow, Chap. 4

April 11 Student presentations.
Class 12

April 18 Class to be rescheduled. Student presentations.
Class 13

April 25 Make-up class. Student presentations.

Course evaluation.

April 27 Make-up class.