

Psych 709-301 Special Topics in Clinical Psychology: Empirically Supported Treatments

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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:

Barlow, D. H. (Ed.). (2001). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (3rd ed.). New York: Guilford Press.

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.

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| Jan. 10 | Introduction to EST Movement |
| Class 1 | Reading: Task Force on Promotion & Dissemination of Psychological Procedures (1995) required Chambless & Hollon (1998) required Chambless & Ollendick (2001) optional Hunsley & Di Giulio (2002) optional |
| Jan. 17 | No class. Martin Luther King's Birthday |
| Jan. 24 | Interpersonal therapy of depression & eating disorders |
| Class 2 | Barlow, Chap. 7 |

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| | Fairburn (1993) |
| Jan. 31 Class 3 | CBT of eating disorders Barlow, Chap. 8 |
| Feb. 7 Class 4 | CBT of depression Barlow, Chap. 6 |
| Feb. 14 Class 5 | Short-term psychodynamic psychotherapy Luborsky et al. (1995) Leichrensing et al. (2004) |
| Feb. 21 Class 6 | CBT of anxiety disorders Barlow, Chaps. 1 & 3 |
| Feb. 28 Class 7 | Imaginal & in vivo exposure for anxiety disorders Barlow, Chaps. 2 & 5 |
| March 7 | No class. Spring Break |
| March 14 Class 8 | Class to be rescheduled a/c APA site visit to March 16, 12-2. 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 Class 9 | Treatment of alcohol and substance abuse Barlow, Chap. 9 & 10 |
| March 28 Class 10 | Couples & family therapy Barlow, Chaps. 12 & 14 |
| April 4 Class 11 | Class to be rescheduled. CBT for pain management & stress inoculation Barlow, Chap. 4 |
| April 11 Class 12 | Student presentations. |
| April 18 Class 13 | Class to be rescheduled. Student presentations. |
| April 25 | Make-up class. Student presentations. Course evaluation. |
| April 27 | Make-up class. |
