ADVANCED DIDACTIC IN PSYCHOTHERAPY
EMPIRICALLY SUPPORTED INTERVENTIONS
The University of Toledo
Psychology Department
PSY 6/7380
FALL 2021

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Office Hours: By appointment
(email to schedule)
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Offered: Fall 2021
Credit Hours: 3
Course Website: Blackboard Learn
Class Location: Blackboard Learn

Time: Mondays
6:15 – 8:50PM

COURSE CATALOG DESCRIPTION
This course is designed to provide advanced knowledge in empirically-supported interventions in clinical psychology. Specifically, this course will provide in-depth instruction in the use of psychological interventions for the treatment of numerous psychological conditions. All interventions or approaches taught in this course have been well-researched with substantial data existing to support their effectiveness.

COURSE OVERVIEW AND PURPOSE
The primary aim of this course is to train mental health practitioners in the use of psychological interventions for treating numerous psychological conditions. Secondarily, this course aims to enhance students' knowledge and understanding of the formulations and theories that underpin ESI protocols in order to guide their case conceptualization and clinical decision making. All interventions or approaches taught in this course have been well-researched and substantial data exist to support their effectiveness.

TEACHING STRATEGIES
Individuals who take this course will learn these procedures and protocols through reading, discussion, didactic instruction, and role-play.

PREREQUISITES AND COREQUISITES
All of the following or their equivalent must be completed prior to or during completion of this course:
PSY 6240
PSY 6280
PSY 6290
PSY 6300

PSY 6360
PSY 6370

TECHNOLOGY REQUIREMENTS, SKILLS, AND PRIVARY POLICIES
Please view the technology considerations for this course, including technical skills needed, general technology requirements, and technology privacy policies.

STUDENT LEARNING OUTCOMES (Primary Course Objectives)
Upon successful completion of this course, graduate students will be able to incorporate empirically supported interventions in the area of clinical psychotherapy for a variety of psychiatric conditions and clinically significant problems across populations. Concepts of case conceptualization, assessment, non-specific factors of psychotherapy, theoretically derived mechanisms and processes of change, measurement-based care, treatment outcomes, cultural diversity, and ethics will be woven throughout this course. We will review practice guidelines from credible organizations, including Division 12 of the American Psychological Association, National Institute for Health and Care Excellence (NICE) Guidelines, and Veterans Affairs practice guidelines. Moreover, graduate students will learn a theory-driven, science-based, case formulation approach to psychotherapy (i.e. function or process-based treatment intervention). Specifically, graduate students will be able to:

1. Understand the theoretical foundations on which empirically supported interventions are based.
2. Engage in critical analysis of the theoretical and empirical literature on empirically supported interventions (ESIs).
    a. Discuss the establishment of empirically supported interventions.
    b. Compare and contrast empirically supported interventions, including evaluation and discussion of the scientific rigor of examining and comparing interventions.
    c. Identify and evaluate purported therapeutic processes of change.
3. Demonstrate proficiency in foundational therapeutic skills commonly used in empirically-supported interventions and broader evidence-based practice.
4. Integrate knowledge of empirically supported treatments and evidence-based practice, including empirical bases of assessment, case conceptualization, treatment planning, intervention, and other psychological applications, clinical expertise, and client preferences to inform treatment for a variety of psychiatric disorders.

REQUIRED TEXT AND MATERIALS

1. Barlow, D. H. (2020). *Clinical handbook of psychological disorders: A step-by-step treatment manual (6th ed).* Guilford Press: New York.
2. Hayes, S. C., & Hofmann, S. G. (Eds.). (2018). *Process-based CBT: The science and core clinical competencies of cognitive behavioral therapy.* New Harbinger Publications.
3. Handouts and Reading List

RECOMMENDED SUPPLEMENTAL TEXT

1. Persons, J. B. (2008). *The Case Formulation Approach to Cognitive-Behavior Therapy.* Guilford Press: New York.
2. Beck, J. S., (2020). *Cognitive Behavior Therapy, Third Edition: Basics and Beyond.* Guilford Press: New York.
3. Linehan, M. M. (2015). *DBT® skills training manual* (2nd ed.). Guilford Press.

WHERE DO I GET THE TEXT?

**You have two options. Barnes and Noble/UT Bookstore and through an online vendor.*

ACADEMIC POLICIES

All graduate students at the University of Toledo are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic grievance, leave of absence, and transfer of credit.

Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your graduate education at UToledo: Graduate Academic Policies. If you have any questions after reading through the policies, please let me know.

ACCESSIBILITY OF COURSE TECHNOLOGIES

Please view Accessibility of Course Technologies for information regarding the accessibility of Blackboard and other technologies used in this course.

OVERVIEW OF COURSE GRADE ASSIGNMNET AND POINT DISTRIBUTION

Your final grade will be calculated as follows:

Assignment	Points
Reading Summaries	40
Discussion Questions/ Observations	40
Leading class discussion	50
Skills Presentation	50
Paper	100
Participation	20
Total:	**300**

LETTER GRADE

Grade	Percent Equivalent
A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	<60

ASSIGNMENTS & EXPECTATIONS

Readings

Readings are listed at the end of the syllabus. Readings will be a mixture of selections from the required texts and primary source materials. You will be provided with a google drive link with copies of the primary source course readings.

Reading Summaries/Reflection Papers (40 points)

Critical analysis of the literature is a fundamental skill in clinical psychology and therefore in this discussion-based class. Thus, it is imperative that you read all articles and chapters assigned. By 8:00AM of the day when readings are due, you are responsible for turning in a reading summaries ***or*** reflection papers for that week's required readings. For either option, you must complete summaries or reflection papers for at least three of the required readings for the week to the instructor by email.

The summary option does not have to be in any specific format (e.g., paragraph form, bullet points) or of any particular length. These summaries are meant to be for your reference in the future, and I would expect each to be at least half a page to be useful (and no more than 2 pages per reading). Regardless of how you complete the summaries, each should clearly demonstrate that you completed the readings and comprehended their content.

For the reflection paper option, you may choose to reflect on individual articles separately or synthesize your thoughts across the readings. In either option, your reflections should cover at least 3 of the required readings for that week. While there is no required length, if you choose to reflect on each article individually, I would expect each reflection to be between half a page to one page. If you choose to synthesize across readings, I would expect this to be 2 to 3 pages to be comprehensive.

You are not required to submit summaries/reflections on the week you are leading discussion. To account for conferences, unexpected life events, and other excused absences, you will be allowed ***one week*** of incomplete summaries without point deduction. If you choose to do so, you are still expected to complete the readings and be an active participant in the discussion (if applicable).

Over the course of the semester, reading summaries/reflections are worth 40 points. You will lose 1 point for each summary/reflection not completed, up to a maximum of 3 points per week.

Discussion Questions/Observations (40 points)

Each reading summary should be accompanied by at least 1 thoughtful question or observation that stems from the content of the reading and could be used to generate discussion. These questions should not be yes/no questions, but instead should be substantive and include a brief synthesis of the points made in the reading and a larger focus on original and critical responses. Such questions might expand on points made in the readings, connect the readings with concepts discussed in class, or integrate current events or personal examples into the readings. Questions will be evaluated based on

effort, analytical depth, and a comprehensive understanding of readings. These questions/ observations should be included at the bottom of your reading summary for that article. Questions/observations must be submitted to the instructor by email by 8:00AM on the day the readings are due.

You may submit a question/observation for more as many of the weekly readings as you like (i.e., you do not need to only submit 3 for the summaries you complete; I will happily accept additional thoughts on the articles). These questions/summaries are intended to be a product of critical analysis of the article and/or thoughtful reflection and application of the content to a client or research study.

You are not required to submit questions/observations on the week you are leading discussion. To account for conferences, unexpected life events, and other excused absences, you will be allowed ***one week*** of incomplete questions/observations without point deduction. If you choose to do so, you are still expected to complete the readings and be an active participant in the discussion (if applicable).

Over the course of the semester, questions/observations are worth 40 points. You will lose 1 point for each question/observation not completed, up to a maximum of 3 points per week.

Leading Class Discussion (50 points)
Students will pick a topic/class session to lead the discussion. As there are more students than classes, for some topics/classes, two students will co-facilitate. When this is the case, these students can either co-facilitate for the entire hour and a half discussion, or they can split the readings for the week and each focus on their readings for approximately 45 minutes of the discussion.

There is no standard way to lead discussion. Students may take on the traditional role as discussion leader by summarizing key points from the readings and facilitating a discussion on the topic. This involved preparing a succinct review of the readings and generating a number of thoughtful questions to foster discussion. They may also use other techniques to facilitate discussion, such as using videos/other media, in-class exercises, or using a clinical case presentation (without identifiers) to demonstrate a particular point raised in one of the readings.

Each student should take lead role in the discussion facilitation for approximately 45 minutes. Discussion facilitation will be supplemented by the instructor.

The class discussion is worth 50 points.

Skills Presentation (50 points)
In line with an evidence-based practice approach to psychotherapy, there are a number of specific skills that are foundational to various empirically supported interventions. As part of

your final grade you will be asked to submit a video recording of you presenting this specific skill through role-play with a classmate (i.e., imagine that you are the therapist presenting this skill to a client). I will provide a list of what skills may be presented (Appendix A of Syllabus). For any of these skills you must 1) provide you "client" with the psychoeducation behind the skill and 2) demonstrate how to use the skill. Ideally the skills presentation will take between 15-20 minutes and should not exceed 30 minutes.

The skills presentation is worth 50 points and the video recording is due by 7pm on 12/15/21.

Final Paper (100 points)
At the end of the semester, a final paper is due. The body of the paper should be at least 8 pages and no more than 20 pages double spaces in length (not including title page and references) in APA format. The paper may be one of those the following options:

1. Review theoretical and empirical literature of a new and/or understudied ESI (this could be a totally novel intervention or a previously supported intervention to be applied in a new population or with a new disorder or behavior).
2. Compare and contrast 2 or 3 empirically supported interventions for a particular disorder or behavior.
3. Using a current or past case (and citing literature describing the techniques used where appropriate), first ***briefly*** (no more than 25% total paper) discuss the presenting complaints, functional analysis, case conceptualization, and diagnoses for the case. Then, using this functional analysis and citing relevant literature, discuss selection of an ESI and what other options were or would be considered to use in evidence-based practice. The purpose of this option is to consider how to use functional analysis in conjunction with empirically supported intervention to inform evidence-based practice.

If you have another idea for a topic that relates to empirically supported interventions and evidence-based practice, I am happy to discuss the feasibility of this for your final paper. If this is the case, please email me to set up a time to speak privately about your idea. If you want to write a paper on a different topic than presented above, you must first receive my approval.

There will be two interim deadlines for the final paper: (1) Topic must be selected and approved before class on 10/4 and (2) You must submit an annotated bibliography to be approved by instructor. Annotated bibliography is to include at least 10 references with 2-3 points on each reference's relevance to your final paper topic (can be bullet points). Annotated bibliography due 11/7 at 6pm. Late submission of either will result in a 5-point deduction from your final paper.

The final paper is worth a total of 100 points (30%) of your final grade.

Participation
Lastly, attendance in this class is mandatory. At the graduate level, participation in class is essential. As the discussion segment of class is considerable, your input in class should reflect

your careful, critical analysis of the assigned readings. Being absent (with the exception of excused absences) or unprepared for class will result in a deduction of points from this aspect of your final grade.

Participation is worth 20 points.

UNIVERSITY POLICIES

Institutional Classroom Attendance Policy

Attendance is mandatory. Please arrive to class on time. If you are going to be late or miss a class, please notify me in advance.

Please be aware that the university has implemented an attendance policy, which requires faculty to verify student participation in every class a student is registered at the start of each new semester/course. For this course, if you have not attended/participated in class (completed any course activities or assignments) within the first 14 days, I am required by federal law to report you as not attended. Unfortunately, not attending/participating in class impacts your eligibility to receive financial aid, so it is VERY important that you attend class and complete course work in these first two weeks. Please contact me as soon as possible to discuss options and/or possible accommodations if you have any difficulty completing assignments within the first two weeks.

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance.

Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.

For students who have not established accommodations with the Office of Accessibility and Disability Resources and are experiencing disability access barriers or are interested in a referral to health care resources for a potential disability, please connect with the office by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

Student Policies

Your safety and well-being as a University of Toledo Student is important to the faculty, staff, and administration; as such, please take a minute to review the comprehensive list of university policies that apply to you as a student of the University: Student Policies.

ACADEMIC AND SUPPORT SERVICES
Please view the Learner Support page for links and descriptions of the technical, academic, and student support services available to UT students.

SAFETY AND HEALTH SERVICES FOR UT STUDENTS
Please use the following link to view a comprehensive list Campus Health and Safety Services available to you as a student.

INCLUSIVE CLASSROOM STATEMENT
In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

Policy on Academic Dishonesty (Cheating)
This course will fully honor the University's policy on academic dishonesty. Please ensure that all work you turn in is your own. When referencing other's work in papers, ensure that such work is appropriately cited.

Policy Statement on Academic Dishonesty: Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty.

Copyright Notice: The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

Departmental Policies
Additional information on Psychology Department policies on participation by students with disabilities, accommodation for religious observances, academic conduct, complaint procedures, grade appeal procedures, and other standing policies (e.g., sexual harassment, incompletes) is available in the department's main office.

Incompletes
If you do not complete all requirements for this course by the end of the semester, you will receive an incomplete. All requirements must then be completed within one semester. If said requirements are met by that time your grade will be changed accordingly.

Additional Rules
Grade disputes must be submitted in writing to be considered. Grievances about the course and/or instructor should be brought up with the instructor first to resolve the matter, prior to discussing the matter with the department/university's administration.

CLASS COMMUNICATION

The Instructor will communicate to students through email and Blackboard about class announcements, changes to the course schedule (including class cancellations), and grades. It is the student's responsibility to check their UT email account daily for such announcements.

Instructor Communication: I am here to help, and will do my best to respond to inquiries in a timely manner. Generally, earners can expect a reply to emails within 24-48 hours (excluding weekends and holidays). I will do my best to post feedback on assignments within 1 week after the due date, unless otherwise noted.

Netiquette: It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the Student Code of Conduct. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette.

COURSE STRUCTURE

This course is a 3 credit course and will meet once per week for 2 hours and 35 minutes. This will typically consist of two halves (discussion and lecture) with a 10-minute break in between.

Semester Outline

Date	Class Topic	Reading Due this Class	Lecture
1. 8/30	Overview & Syllabus	Syllabus; Select Discussion topic	History/Foundations of ESI and EBP
2. Labor Day- No Class			
3. 9/13	Foundations of CBT and ESI	History of ESI and EBP	History of CBT- 1st and 2nd waves
4. 9/20	Mechanisms of Change, Functional Assessment, 3rd and 4th waves/ Intro to Process-Based Care	History and Foundations in CBT	Mechanisms and Functional Assessment in 3rd and 4th waves
5. 9/27	Depression *Reminder: Final Paper Topic Selection/ Approval Due 10/4*	Mechanisms of Change, Functional Assessment, Third Wave, Fourth Wave, and Process-Based Care	Depressive Disorders
6. 10/4	Bipolar Disorders	Depressive Disorders	Bipolar Disorders
7. 10/11	Panic and Phobias	Bipolar Disorders	Panic and Phobias
8. 10/18	GAD	Panic and Phobias	GAD
9. 10/25	OCD	GAD	Guest Lecture (Dr. Jess Petri)
10. 11/1	PTSD	OCD	Theories, CPT, and PE

	Reminder: Final Paper Annotated Bibliography due 11/7 by 6pm		
11. 11/8	SUD	PTSD	SUD
12. 11/15	Chronic Pain; Insomnia	SUD	Guest Lecture (Dr. Megan Rock)
13. 11/22	BPD	Chronic Pain	Guest Lecture (Dr. Mackenzie Kirkman)
14. 11/29	Function-Based and Transdiagnostic Treatments	BPD	Function-Based and Transdiagnostic
15. 12/6	Function-Based and Transdiagnostic Treatments; Single Session Interventions; Course wrap-up	Function-Based and Transdiagnostic	Function-Based and Transdiagnostic
Final Paper Due by 7pm 12/10			
Skills Presentation Due by 7pm 12/15			

Appendix A

Options for Skills Presentation:

- Exposure hierarchy
- Downward Arrow technique
- Socratic questioning
- A-B-C sheet
- Activities Scheduling
- Defusion exercise
- Chain Analysis
- MI
- Sober breathing or STOP skill (pick one)
- Urge Surfing
- Progressive Muscle Relaxation
- Body Scan
- DBT Diary Card (creating or reviewing)
- DBT Phone coaching (explaining purpose then role-play use)