

Intervention Science 610 Spring 2015

This is a team taught course by Nick Allen, Phil Fisher & Maureen Zalewski

Instructor of record: Maureen Zalewski; questions pertaining to the overall course should be directed to Dr. Zalewski; questions pertaining to weekly material should be directed to the leading instructor; Dr. Zalewski will compile all course grades

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Office Hours: By appointment

Classroom: Psychology Clinic Conference Room (299)

Lecture: W, 12-1:50

Course Objectives:

- 1) Develop clinical intervention and case conceptualization skills
- 2) Learn about child, adolescent, and adult focused EBTs for a variety of disorders
- 3) Be familiar with the methods by which EBTs are developed, empirically evaluated, and become familiar with the field of implementation science

The course is specifically designed for first year doctoral students in clinical psychology as part of the year-long team taught clinical sequence. By the end of this sequence, students will be prepared to begin practicum training.

Course Requirements and Evaluation:

1. Attendance, participation in class discussions, and reflections. (35% of grade). You are expected to come to class prepared, have readings completed, and participate in class discussions each week. In order to facilitate this, you will need to turn in a 1-page, single spaced reflection about the **academic** readings (~500 words). While reflections can include comments and questions about the readings, they must also provide evidence that each reading was completed. Therefore, all reflections need to reference the articles. Submit your reflection the day before class (9am) to both the instructor for that class session and always CC Maureen. Files should be saved as: LastName_Reflection#.docx (ex: Zalewski_Reflection3.docx).

2. Clinical skill development (25%). During some weeks, you will be introduced to a new clinical skill. During the week, you will role-play this skill with a classmate based on your mock client. Role-plays must be taped on a clinic DVD. Provide the DVD to the instructor no later than 5pm the previous date it is due. Stephanie Frank, the clinic coordinator can help you get access to the clinic rooms, dvds, and can reserve a room for you. On the DVD, be sure to write: LastNames_Clinical skill (AllenFisher_chain analysis).

3. Evidence-based treatment (EBT) presentation. (40% of grade). You will pick one disorder and conduct research on the range of treatments purported to treat the disorder. The presentation and corresponding written summaries must include:

- a. Describe the disorder in detail. (5 minutes)
- b. Describe four treatments that have some degree of evidence basis for treating that disorder. Pick at least one treatment that has a poor evidence base and at least one treatment approach that has a strong evidence base (multiple RCTs, larger effect sizes).

- i. For each treatment, describe the evidence base that is available.
- ii. This should include at least 12 references of primary sources (not a meta-analysis) in which the treatment is explained and tested.
- iii. For each of the four treatment approaches, you must include a (1) summary of the methods employed; (2) a summary of the findings; and (3) the strengths and weaknesses of the research from your perspective. (20 minutes)
- c. Regarding the strongest treatment approach for this disorder, identify one next scientific step that could be taken in this field. This may include, but is not limited to applying the treatment to a new population or identifying mechanisms by which the treatment is effective (changes in physiological arousal associated with anxiety). Provide a rationale for why you believe this is a compelling next step (5 minutes).
- d. There will be 5-10 minutes dedicated to questions and answers.
- e. Other notes:
 - i. You must make a copy of the first page of each article you use (abstract) and turn in on the day of your presentation.
 - ii. You must also complete a 4-5 page summary of your presentation.
 - iii. Presentations will be given during weeks 9 & 10. (4 presentations at 40 minutes max; ~10 minutes devoted to Q & A)
 - iv. Each student will present for 30 minutes, covering the same material in their written summaries
 - v. Order of presentations will be selected at random.

Class/Date Instructor	Didactic Topics, Class Exercises	Academic Readings/ Reflection (to be read in advance of class)	Clinical Skill Readings (Skill taught in class; tape due the following week)	Evidenced Based Treatment Assignment (due on date listed)
1. April 1 Maureen	Class Overview; Review mock client(s); Introduction of clinical skill: Motivational Interviewing OARS skills	---	Motivational Interviewing, Chapter 6, OARS skills (Miller & Rollnick)	Review <i>What Works Book</i> as guide to EBT treatment presentation
2. April 8 Nick	Didactic Topic- What is an EBT?; Review of randomized control trials and other treatment designs	David & Montgomery (2011) Hollon et al (2014) Kazdin (2008) http://www.cebm.net/ocebmllevels-of-evidence/ http://www.vox.com/2015/3/23/8264355/research-study-hype		Submit a 1/2 page description of the disorder you will be focusing on for your presentation
3. April 15 Maureen	Didactic Topic-History of psychotherapy outcome research; How could someone argue against EBTs?	Westen (2005) Wampold (2013) Meehl (1973)	Self-monitoring. Mind over Mood Thought Record worksheet	
4. April 22 Maureen	Didactic Topic- Highlight of adult EBTs Introduction of clinical skill: chain analysis (functional analysis)	Beck (2014) Dimidjian (2006)	Chain Analysis	Turn in a 1 page description of the four treatment approaches you plan to include in your presentation

5. April 29 Maureen	Didactic Topic- Highlight of adult EBTs Introduction of clinical skill: progressive muscle relaxation; mindfulness exercise	Rizvi (2013) Hayes (2013) Hayes (2011) https://contextualscience.org/	Progressive Muscle Relaxation; mindfulness exercise	
6. May 6 Phil	Didactic Topic- Video Coaching as a Strength- Based Intervention to Increase Developmentally Supportive Parenting	Fukkink (2008) Fukkink & Tavecchio (2010)		Expand the previous assignment to now include the 12 primary source references
7. May 13 Phil	Didactic Topic- Social Learning-Based Interventions for Children and Families	Eddy & Chamberlain (2000) Forgatch et al., (2009) Patterson et al., (1989)		
8. May 20 Nick	Didactic Topic- Highlight of adolescent EBTs	Asarnow & Miranda (2014) Steinberg (2002) Weisz et al., (2006)	Create Fear and Exposure Hierarchy	
9. May 27 Phil	Class presentations			
10. June 3 Nick	Class presentations			
Finals				

Readings by week (Subject to Change)

Week 1: Clinical Skill Readings

Miller, W. R., & Rollnick, S. (2002). *Motivational Interviewing, Second Edition: Preparing People for Change* (2nd ed.). New York, New York, U.S.a.: The Guilford Press.

What Works Books

Week 2: Evidence based treatment

David, D., & Montgomery, G. H. (2011). The Scientific Status of Psychotherapies: A New Evaluative Framework for Evidence-Based Psychosocial Interventions. *Clinical Psychology: Science and Practice*, 18(2), 89–99. doi:10.1111/j.1468-2850.2011.01239.x

Hollon, S. D., Areán, P. A., Craske, M. G., Crawford, K. A., Kivlahan, D. R., Magnavita, J. J., et al. (2014). Development of Clinical Practice Guidelines. *Annual Review of Clinical Psychology*, 10(1), 213–241. doi:10.1146/annurev-clinpsy-050212-185529

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *The American Psychologist*, 63(3), 146–159. doi:10.1037/0003-066X.63.3.146

Oxford Centre for Evidence Based Medicine. <http://www.cebm.net/>

This is why you shouldn't believe that exciting new medical study.

<http://www.vox.com/2015/3/23/8264355/research-study-hype>

Week 3: Evidence based treatment II: Alternative Perspectives

Meehl, P. E. (1973). Why I do not attend case conferences.

Wampold, B. E. (2013). The good, the bad, and the ugly: a 50-year perspective on the outcome problem. *Psychotherapy (Chicago, Ill.)*, 50(1), 16–24. <http://doi.org/10.1037/a0030570>

Westen, D., Novotny, C. M., & Thompson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: assumptions, findings, and reporting in controlled clinical trials. *Psychological Bulletin*, 130(4), 631–663. <http://doi.org/10.1037/0033-2909.130.4.631>

Week 4: Highlight of EBTs for adults: Cognitive Behavioral Therapy

Beck, A. T., & Haigh, E. A. P. (2014). Advances in cognitive theory and therapy: the generic cognitive model. *Annual Review of Clinical Psychology*, 10, 1–24. <http://doi.org/10.1146/annurev-clinpsy-032813-153734>

Dimidjian, S., et al. (2006). Randomized trial of behavioral activation, cognitive therapy, and antidepressant medication in the acute treatment of adults with major depression. *Journal of Consulting and Clinical Psychology*, 74, 658–670.

Week 5: Highlight of EBTs for adults II: Third Wave Approaches

Hayes, S. C., Levin, M. E., Plumb-Villardaga, J., Villatte, J. L., & Pistorello, J. (2013). Acceptance and commitment therapy and contextual behavioral science: examining the progress of a distinctive model of behavioral and cognitive therapy. *Behavior Therapy*, 44(2), 180–198. <http://doi.org/10.1016/j.beth.2009.08.002>

Hayes, S. C., Villatte, M., Levin, M., & Hildebrandt, M. (2011). Open, aware, and active: contextual approaches as an emerging trend in the behavioral and cognitive

- therapies. *Annual Review of Clinical Psychology*, 7, 141–168.
<http://doi.org/10.1146/annurev-clinpsy-032210-104449>
- Rizvi, S. L., Steffel, L. M., & Carson-Wong, A. (2013). An overview of dialectical behavior therapy for professional psychologists. *Professional Psychology: Research and Practice*, 44(2), 73–80. <http://doi.org/10.1037/a0029808>

Week 6: Highlight of child and family EBTs: Video Coaching

- Fukkink, R. G. (2008). Video feedback in widescreen: A meta-analysis of family programs. *Clinical Psychology Review*, 28(6), 904-916.
- Fukkink, R. G., & Tavecchio, L. W. (2010). Effects of video interaction guidance on early childhood teachers. *Teaching and Teacher Education*, 26(8), 1652-1659.

Week 7: Highlight of child family EBTs: Social Learning Family Based Interventions

- Eddy, J. M., & Chamberlain, P. (2000). Family management and deviant peer association as mediators of the impact of treatment condition on youth antisocial behavior. *Journal of Consulting and Clinical Psychology*, 68(5), 857.
- Forgatch, M. S., Patterson, G. R., Degarmo, D. S., & Beldavs, Z. G. (2009). Testing the Oregon delinquency model with 9-year follow-up of the Oregon Divorce Study. *Development and psychopathology*, 21(02), 637-660.
- Patterson, G. R., DeBaryshe, B. D., & Ramsey, E. (1989). *A developmental perspective on antisocial behavior* (Vol. 44, No. 2, p. 329). American Psychological Association.

Week 8: Highlight of adolescent EBTs

- Asarnow, J. R., & Miranda, J. (2014). Improving Care for Depression & Suicide Risk in Adolescents: Innovative Strategies for Bringing Treatments to Community Settings. *Annual review of clinical psychology*, 10, 275-303.
- Steinberg, L. (2002). Clinical adolescent psychology: What it is, and what it needs to be. *Journal of Consulting and Clinical Psychology*, 70(1), 124.
- Weisz, J. R., Jensen-Doss, A., & Hawley, K. M. (2006). Evidence-based youth psychotherapies versus usual clinical care: a meta-analysis of direct comparisons. *American Psychologist*, 61(7), 671.