

Intervention Science 610 Winter 2019

This is a team taught course by the clinical faculty

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: 215 Straub
Office Hours: By appointment
Classroom: Psychology Clinic Conference Room (299)
Lecture: W, 12-1:50
 Thursdays 12-1250 you will attend two case conferences (299)

Course Objectives:

- 1) Develop clinical intervention and case conceptualization skills
- 2) Learn about infant, child, adolescent, adult, and couple 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 and culturally competent intervention approaches

While this course is a requirement for clinical psychology students, it will also benefit students interested in intervention trial research and behavior change theory.

Course Requirements and Evaluation:

1. Attendance, participation in class discussions, and reflections. (45% of grade- 9 total reflections). 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 the instructor for that class session. Files should be saved as: LastName_Reflection#.docx (ex: Zalewski_Reflection3.docx). Readings can be found on Canvas.

2. Clinical skill development (20%). Clinical Skill Development is broken into two parts: role-plays and attending case conferences. *Role Plays (10%).* During weeks 4 and 5, you will practice a clinical skill during class. During week 4, you will role-play introducing a thought record to a client. In week 6, you will role-play introducing a behavioral activation log with a client. *Case Conferences (10%).* During weeks 2/3 and 7/8, core prac clinical students only will attend a case conference held on Thursday from 12-1250. You will observe student therapists describe a client, provide a case conceptualization, describe their treatment approach, and observe tape. You receive credit for attending a total of 2 case conferences.

3. Evidence-based treatment (EBT) presentation. (35% 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 R= reflection due	Academic Readings/ Reflection (to be read in advance of class)	Clinical Skill Assignment	Evidenced Based Treatment Assignment (due on date listed)- send to MZ
1. Jan 9 Maureen	Class Overview; Discussion of <i>What Works Books</i> R	---		Review <i>What Works Book</i> as guide to EBT treatment presentation
2. Jan 16 Gordon	Culturally Competent EBTs R	Hall, Yip, & Zarate (2016) Hall & Yee (2014) Hall et al. (2011)	Attend clinical case conference in week 2 or 3	
3. Jan 23 Ruth	Didactic Topic- What is an EBT?; Hx of psychotherapy research R	APA Task Force on EBP (2006) Tolin et al. (2015) Kazdin (2016)		Submit a 1/2 page description of the disorder you will be focusing on for your presentation
4. Jan 30 Ruth	Introduction to CBT R	Beck (2011) Chapters 1-3 Ledley et al. (2018) Chapter 1	Role Play 1	
5. Feb 6 Melynda	Process-based psychotherapy R	Hofmann & Hayes (2018) Hollon (2018) Teachman (2018) https://contextualscience.org/	Role Play 2	Turn in a 1 page description of the four treatment approaches you plan to include in your presentation
6. Feb 13 Crystal	Couple EBTs R	Christensen, A., Dimidjian, S., & Martell, C.R. (2015). Integrative Behavioral Couple Therapy. In: A.S.Gurman, J.L. Lebow, and D.K Snyder (Eds.). Clinical Handbook of Couple Therapy (5 th Ed). New York: Guilford Press. Roddy, M.K., Nowlan, K.M., Doss, B.D., & Christensen, A. (2016). Integrative Behavioral Couple		

		Therapy: Theoretical Background, Empirical Research, and Dissemination, Family Process, 55, 408-422.		
7. Feb 20 Phil	Child and Family EBTs R	Fisher & Ball (2002) Fisher (2016) Fisher et. al., (2016)		Couple and Family EBTs
8. Feb 27 Nick	Adolescent EBTs R	Asarnow & Miranda (2014) Steinberg (2002) Weisz et al., (2006)	Attend clinical case conference in week 7 or 8	Expand the previous assignment to now include the 12 primary source references
9. Mar 6 Jen	Infant Mental Health EBTs R	Zeanah & Lieberman (2016) Berlin, Zeanah & Lieberman (2016)		
10. Mar 13 Maureen	Final presentations			
11. March 21 Maureen	Final presentations			

Readings by week (Subject to Change)

Week 1: Clinical Skill Readings

What Works Books

Week 2: Culturally competent EBTs

- Hall, G. C. N., Hong, J. J., Zane, N. W. S., Meyer, O. L. (2011). Culturally competent treatments for Asian Americans: The relevance of mindfulness and acceptance-based psychotherapies. *Clinical Psychology Science and Practice*, 18, 215-231.
- Hall, G. C. N., Ibaraki, A. Y., Huang, E. R., Marti, C. N., & Stice, E. (2016). A meta-analysis of cultural adaptations of psychological interventions. *Behavior Therapy*
- Hall, G. C. N., Yip, T., & Zárate, M. A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *American Psychologist*, 71, 40-51.

Week 3: Evidence based treatment

APA presidential Task force on evidence-based practice. (2006). Evidence-based practice in psychology. *American Psychologist*, 61(4), 271-285.

Kazdin, A. E., (2016). Evidence-based psychosocial treatments: advances, surprises, and needed shifts in foci. *Cognitive and Behavioral Practice*, 23 (426-430).

Tolin, D. F., McKay, D. Forman, E. M., Klonsky, D. E., & Thombs, B. D. (2015). Empirically supported treatment: Recommendations for a new model. *Clinical Psychology Science and Practice*, 22, 317-338.

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

Beck, 2011. *Cognitive Behavior Therapy: Basics and Beyond* (2nd Ed.) Chapters 1-3

Ledley, Mark, & Heimberg, 2018. *Making Cognitive Behavior Therapy Work* (2nd Ed.). Chapters 1-2

Week 5: Highlight of EBTs for adults II: Process-Based Approaches

- Hofmann, S. G., & Hayes, S. C. (2018). The future of intervention science: Process-based therapy. *Clinical Psychological Science*, 1-14.
<https://doi.org/10.1177/2167702618772296>.
- Hollon, S. D. (2018). Process Trumps Protocol: What I Liked About Hofmann and Hayes. *Clinical Psychological Science*, 1-3. <https://doi.org/10.1177/2167702618797111>
- Teachman, B. A. (2018). Commentary on Hofmann and Hayes: The Water Looks Inviting, but How and When Do We Jump in? *Clinical Psychological Science*, 1-3.
<https://doi.org/10.1177/2167702618797104>.

Week 6: Highlight of Couples and Family EBTs

- Christensen, A., Dimidjian, S., & Martell, C.R. (2015). Integrative Behavioral Couple Therapy. In: A.S.Gurman, J.L. Lebow, and D.K Snyder (Eds.). *Clinical Handbook of Couple Therapy* (5th Ed). New York: Guilford Press.
- Roddy, M.K., Nowlan, K.M., Doss, B.D., & Christensen, A. (2016). Integrative Behavioral Couple Therapy: Theoretical Background, Empirical Research, and Dissemination, *Family Process*, 55, 408-422.

Week 7: Child & Family EBTs

Fisher, P. A., & Ball, T. J. (2002). The Indian Family Wellness Project: An application of the tribal participatory research model. *Prevention Science* 3 (3), 235-240.

Fisher, P. A., Frenkel, T. I., Noll, L. K., Berry, M., & Yockelson, M. Promoting healthy child development via a two-generation translational neuroscience framework: the filming interactions to nurture development video coaching program. *Child Development Perspectives*, 10(4), 251-256.

Fisher, A. (2016). Translational neuroscience as a tool for intervention development in the context of high-adversity families. In H.J.V Rutherford & L.C. Mayes (Eds). *Maternal brain plasticity: preclinical and human research and implications for intervention. New Directions for Child and Adolescent Development*, 153, 111-125.

Week 8 : Highlight of adolescent EBTs (SUBJECT TO CHANGE)

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.

Week 9: Infant Mental Health EBTs

Readings TBD