

# Evidence-Based Approaches to Psychotherapy

(CPSY 214)

Santa Clara University Department of Counseling Psychology,

Spring, 2021, Mondays, 1-4

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Office Availability: 4-4:30, Monday, and by appointment.

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Note: I have not taught this class on Zoom before. I may make some modifications as we go.

Objectives:

A first objective of this course is for you to understand the concept of “evidence based practice,” as well as the purpose of using such practices in psychotherapy. A second objective is to gain an understanding of the basic research methods used in establishing a therapy as an evidence-based practice. This will enable you to be able to use the research/professional literature, in combination with an understanding of your client, to aid in choosing effective treatment techniques. A third objective is for you to be aware of different ways of practicing in evidence-based ways (empirically supported relationships, empirically supported principles, routine outcome monitoring). A fourth object is for you to be able to conceptualize clients within a variety of evidence-based theoretical approaches (including cognitive, behavioral, person-centered, and psychodynamic). A fifth objective is for you to become familiar with a few core techniques from each of these treatments, to add to your treatment “toolkit”. A last objective is to gain an understanding of how to monitor/assess the effectiveness of your own work with clients in therapy.

Grades:

Course grades will be based on the weekly reflection papers, the final exam and on the evidence-based treatment paper.

Weekly reflection papers 20%

EBT Research Paper 40%  
 Final Exam 40%

It is important for students to turn in work in a timely manner. It is understandable, however, that unforeseen circumstances such as illness, bereavement, or tragedy may prevent a student from completing an assignment on time. If this happens to you, please notify me ahead of time (if possible), or at the earliest possible time. I'm willing to work with you. Normally this means that you will have one week to make up the work. Unfortunately, it is my policy *not* to accept assignments for full credit that are turned in late due to travel plans, vacation plans, etc.—it would be unfair to the rest of the class. In cases of travel, vacation, and other preventable/foreseeable circumstances, my policy is to deduct 5 percentage points from major assignments for each day late. If you have any questions or concerns that you may miss a deadline, please talk to me as soon as possible.

*Weekly Reflection Papers.* Please write a reflection paper of 2-3 pages each week on the reading for that week. The paper should include: a) one or two key ideas from the readings, and b) one or two things that you think are particularly important, plus any other thoughts or questions you may have. The papers will be due on:

Monday, April 5 (this will be over the reading for the week of March 29)  
 Monday, April 12 (reading for the week of April 5)  
 Monday, April 19 (reading for the week of April 12)  
 Monday, April 26 (reading for the week of April 19)  
 Monday, May 3 (reading for the week of April 26)  
 Monday, May 10 (reading for the week of May 3)  
 Monday, May 17 (reading for the week of May 10)  
 Monday, May 24 The reading assigned for the week of May 17 was for both week of May 17 and May 24. Please do one Double paper for these two weeks and turn in on Monday May 31.  
 Monday, May 31 (DOUBLE PAPER, reading for the weeks of May 17 and May 24)

*Evidence-Based Treatment Research Paper:* In this course, you will learn about “evidence-based therapies,” or “empirically supported treatments.” These are psychotherapy approaches that have been shown to be effective for specific disorders (examples: Cognitive-behavior therapy for anxiety,

emotion-focused therapy for depression, psychodynamic therapy for borderline personality disorder). There are various sources of information on “evidence-based therapies.” It is important that you be aware of how to locate an evidence-based therapy for a particular disorder. Obviously, one course is not nearly enough time for you to learn about what therapies are effective for every single disorder. So, in this paper, you will have the opportunity to explore how to efficaciously treat a disorder that is of interest to you. *Please choose a disorder and okay it with me before starting work on the paper.* Your assignment is to investigate one type of treatment for that disorder, explain briefly the therapeutic techniques of that treatment, then spend most of your paper conveying the research literature regarding the efficacy of that treatment. Your paper should be 7-8 pages, double-spaced, 12 pt type-written. You should cite a minimum of 4 references, at least three of which should be empirical studies (randomized controlled trials, meta-analyses, etc.). The paper should be written in APA format. Please see the “Paper Instructions” sheet for more information. See also the Resources section listed at the end of the Paper Instructions sheet. This paper is **due** at the 7<sup>th</sup> meeting on May 10.

*Final Exam.* The purpose of the final is to assess your basic factual knowledge of material covered in the course. More information on the structure of the exam will be given during the course of the class. Final exam is on June 7.

*Class Attendance:* If you need to miss class, please email me as soon as you can. **You get one absence “free” by departmental policy. Two absences will result in a 4% deduction of points for your final grade. By departmental policy, three absences and you will receive a “fail” in the class, unless you drop or withdraw.**

**In addition, I expect you to stay for the whole class. If you have to leave during it, please email me asap to tell me why. Otherwise I will have to give you a half of class missed.**

**Finally, please be SURE to come back from class breaks on time. I often have exercises immediately after class breaks. If you come back late you delay things for everyone.**

### **Required Text:**

Fishman, D. B., Messer, S. B., Edwards, D. J. A., & Dattilio, F. M. (Eds.). (2017). *Case studies within psychotherapy trials: Integrating*

*qualitative and quantitative methods*. New York: Oxford University Press.

### **Required Readings on Camino**

“Assessment and Evaluation” reading: □Kazdin, A. E. (2006). Assessment and evaluation in clinical practice. In C. D. Goodheart A. E., Kazdin, & R. J. Sternberg (Eds.), *Evidence-based psychotherapy: Where practice and research meet* (pp. 153-177). Washington, D.C.: American Psychological Association.

DeAngelis, T. (2019). Better relationships with patients lead to better outcomes. *APA Monitor*, 50(10), 38-46.

Eubanks, C. F., & Goldfried, M. R. (2019). A principle-based approach to psychotherapy integration. In J. C. Norcross & M. R. Goldfried (Eds.), *Handbook of psychotherapy integration (3<sup>rd</sup> ed.)*. Oxford University Press.

“Defining Empirically Supported Therapies” reading: □Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology*, 66, 7-18. □

“Cognitive Therapy for Addictions” reading: □Beck, J. S., Liese, B. S., & Najavits, L. M. (2005). Cognitive therapy. In R. J. Frances, S. I. Miller, & A. Mack (Eds.), *Clinical textbook of addictive disorders (3rd ed., pp. 474-501)*. New York: Guilford.

“CBT for Depression” reading: □Abreu, N., Powell, V. B., & Sudak, D. (2012). Cognitive-behavioral therapy for depression. In I. R. de Oliveira (Ed.), *Standard and innovative strategies in cognitive behavior therapy* (pp. 63-76). Rijeka, Croatia: In- Tech.

Laska, K. M., Gurman, A. S., & Wampold, B. E. (2014). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy*, 51, 467-481

Levitt, H. M., & Williams, D. C. (2010). Facilitating client change: Principles based upon the experience of eminent psychotherapists. *Psychotherapy Research*, 20(3), 337-352.

Hayes, S. C., & Lillis, J. (2012). *Acceptance and Commitment Therapy*. American Psychological Association.

“MAP Protocol” reading, chapters 10, 11, 12 & 13 from: Barlow, D. H., & Craske, M. G. (1989). *Mastery of anxiety and panic*. Albany, New York: Graywind.

Norcross, J. C., & Cooper, M. (2021). *Personalizing Psychotherapy*. American Psychological Association.

Norcross, J. C., & Lambert, M. (2019). Psychotherapy relationships that work III. *Psychotherapy, 55(4)*, 303-315.

Novotoney, A. (2019). Are your interventions working? *APA Monitor, 50(10)*, 52-59.

“Psychological Treatment of Panic” reading, chapter 2 from: Barlow, D. H., & Cerny, J. A. (1988). *Psychological treatment of panic*. New York: Guilford.

“Reading and Interpreting Research Design”, “Appraising Research Reports”, and “Incorporating Evaluation and Ethics” readings from: Norcross, J. C., Hogan, T. P., Koocher, G. P. (2008). *Clinician's Guide to Evidence Based Practices*. New York: Oxford.

## **Weekly Schedule and Assignments**

**Note: All readings except the readings in the Fishman textbook are on Camino.**

### **Week 1: Introduction (March 29)**

Review of syllabus. Brief overview of course including idea of evidence-based practice, focus on research methodology, and how to use research in practice. Why we need evidence. Brief history of evidence and psychotherapy. Eysenck study. Fishman book.

**Reading for the next week:** Fishman, D. et al. *Case Studies Within Psychotherapy Trials* (Introductory section: pp. 1-21).

Laska, Gurman, & Wampold. *Expanding the Lens of Evidence-Based Practice in Psychotherapy: A Common Factors Perspective*.

Norcross, J. et al. *Appraising Research Reports* (Camino).

## **Week 2: Does Psychotherapy Work? (April 5)**

How do we know if psychotherapy works? Research criteria. Literature reviews. Meta-analysis. Dodo Bird Verdict. Start on empirically-supported treatments.

**Reading for the next week:** Norcross, J. et al. *Reading and Interpreting Research* (pp. 93-109, skim the rest).

Chambless, D., & Hollon, S. *Defining Empirically Supported Therapies*.

Barlow, D., & Cerny, J. *Psychological Treatment of Panic*, (pp. 29-40, 48-54).

*MAP Protocol* (10-1 to 10-10; read the rest lightly).

## **Week 3: Empirically Supported Treatments and Evidence-Based Therapies. (April 12)**

Research Issues: efficacy versus effectiveness, culture, research allegiance, responsiveness issue, versus treatment as usual. Controversy. Treatment of Panic as an example.

**Reading for the next week:** Hayes, S. C. & Lillis, J. (2012). *Acceptance and Commitment Therapy* (ACT: chapters 3 & 4).

## **Week 4: Behavior Therapy as Evidence-Based Practice (April 19)**

Functional Analysis, exposure, skills training, ACT

**Reading for the next week:** Beck, J. et al. *Cognitive therapy for addictions*.

Abreu, N. *Cognitive behavioral treatment for depression*.

**Week 5: Cognitive Behavioral Therapy as Evidence-Based Practice (April 26)**

Basics of conceptualization and treatment using Beck's CBT.

**Reading for next week:** Fishman, D. et al. *Case Studies Within Psychotherapy Trials* (pp. 190-254).

**Week 6: Relational Psychodynamic Therapy as Evidence-Based Practice (May 3)**

Transference-focused Psychotherapy for Borderline Personality Disorder.

**Reading for next week:** Fishman, D. et al. *Case Studies Within Psychotherapy Trials* (pp. 256-323).

**Week 7: Motivational Interviewing As Evidence-Based Practice (May 10)**

**Reading for next week:** Kazdin, A. *Assessment and Evaluation in Clinical Practice* (pp. 153-167).

Norcross, J. et al. *Incorporating Evaluation and Ethics*.

Novotoney, A. (2019). *Are your interventions working?*

**Week 8: Practice-based Evidence Research Methods: Monitoring Outcome (May 17)**

How clinicians can monitor their own practice in order to improve outcome. The work of Barry Duncan. Start on other research methodologies.

**Reading for next two weeks** (May 24 and May 31):

Bohart, A., Shenefiel, L., & Alejandro, M. (in press). What Can We

## Learn About Therapeutic Change From Case History Data?

DeAngelis, T. (2019). Better relationships with patients lead to better outcomes. *APA Monitor*, 50(10), 38-46.

Eubanks, C., & Goldfried, M. *A principle-based approach to psychotherapy integration*.

Levitt, H., & Williams, D. *Facilitating Client Change: Principles Based Upon the Experience of Eminent Psychotherapists* (example of qualitative research).

Norcross, J., & Cooper, M. (2021). *Personalizing psychotherapy* (pp. 1-19). American Psychological Association.

Norcross, J. (Powerpoint). (2020). *Psychotherapy relationships that work and responsiveness: Evidence-based practice*. Presentation at the Wright Institute, San Francisco.

### **Week 9: Other Research Methodologies and Approaches to Evidence: Personalizing Psychotherapy (May 24)**

### **Week 10: Other Research Methodologies And Approaches To Evidence (Continued), and Multicultural considerations (May 31)**

### **Week 11: Final Exam (June 7)**

#### **Additional Recommended Readings**

American Psychological Association. (2013). Recognition of psychotherapy effectiveness. *Journal of Psychotherapy Integration*, 23(3), 320-330. (AVAILABLE ON WEBSITE FOR COURSE IN CAMINO).

Bellack, A. S., Hersen, M., & Himmelhoch, J. M. (1996). Social skills training for depression. In V. B. Van Hasselt & M. Herson (Eds.), *Sourcebook of psychological treatment manuals for adult disorders* (pp. 179-200). New York: Plenum Press. (AVAILABLE ON WEBSITE FOR COURSE IN CAMINO).

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond (second*

*edition*). New York: Guilford.

Duncan, B. L. et al. (2014). *The heart and soul of change: Defining what works in therapy (2<sup>nd</sup> ed.)*. Washington, DC: American Psychological Association.

Duncan, B. L., Sparks, J. A., & Timimi, S. (2017). Beyond critique: the Partners for Change Outcome Management System as an alternative to psychiatric diagnosis. *Journal of Humanistic Psychology*, 1-23.

Goldfried, M. R., & Davison, G. C. (1994). *Clinical behavior therapy*. New York: Wiley. “The Essence of Behavior Therapy”, □ “Relaxation Training” readings, chapters 1 & 5. (AVAILABLE ON WEBSITE FOR COURSE IN CAMINO).

Goodheart, C. D., Kazdin, A. E., & Sternberg, R. J. (2006) *Evidence-based psychotherapy: Where practice and research meet*. Washington, D.C.: American Psychological Association.

Huppert, J. D., Fabbro, A., & Barlow, D. H. (2006). Evidence-based practice and psychological treatments. In C. D. Goodheart A. E., Kazdin, & R. J. Sternberg (Eds.), *Evidence-based psychotherapy: Where practice and research meet* (pp. 131-152). Washington, D.C.: American Psychological Association. (AVAILABLE ON WEBSITE FOR COURSE IN CAMINO).

Iwakabe, S. (2013). Competing models of evidence and corroborating research strategies: Shaping the landscape of psychotherapy research in the era of evidence-based practice. *Psychologia*, 56, 89-112. □ (AVAILABLE ON WEBSITE FOR COURSE IN CAMINO).

Leahy, R. L., & Holland, S. J., McGinn, L. K. (2011). *Treatment plans and interventions for depression and anxiety disorders* (2nd ed.). New York: Guilford.

Norcross, J. C., & Lambert, M. J. (2014). Relationship science and practice in psychotherapy: Closing commentary. *Psychotherapy*, 51(3), 398-403. (AVAILABLE ON WEBSITE FOR COURSE IN CAMINO).

Norcross, J. C., Beutler, L. E., & Levant, R. F. (2009). *Evidence-based practices in mental health: Debate and dialogue on the fundamental questions*. Washington, D.C.: American Psychological Association.

Wampold, B. E., & Imel, Z. (2015). *The great psychotherapy debate* (2<sup>nd</sup> ed.). New York: Routledge.

#### Other Class Issues

**1. Statement on inclusivity:** In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. This is especially important for you as potential counselors, who must be particularly willing and interested in empathically understanding diverse experiences and diverse ways of being.

**3. Confidentiality:** Being actively involved in class sessions, exercises, and small group discussions may entail some type of self-disclosure. In order to promote an atmosphere of trust and safety, it is important to maintain confidentiality. Please do not share any personal information that has been revealed by students in such discussions or exercises outside of class.

4. The University has suggested we include the following material in the syllabus:

**Disabilities Resources, Academic Integrity,  
Sexual Harassment and Discrimination (Title IX),  
and Reporting Practices**

**December 2015**

#### **Disabilities Resources**

*If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.*

*While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as*

possible). *Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).*

### **Academic Integrity Pledge**

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge states:

*"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."*

I ask that you affirm this pledge and apply these principles to your work in this class.

### **Sexual Harassment and Discrimination (Title IX)**

*Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to [www.scu.edu/studentlife/about/osl.cfm](http://www.scu.edu/studentlife/about/osl.cfm) and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043) or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://www.ethicspoint.com) or <http://stage-www.scu.edu/hr/quick-links/ethics-point/>*

### **Extended Statement on Title IX and Reporting Practices (adapted, with permission, from Scott Lewis, J.D.)**

*While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.*

*For example, if you inform me of an issue involving harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the Office of Student Life.*

*If you would like to reach out directly to the Office of Student Life for assistance, you can contact them at [www.scu.edu/osl/report](http://www.scu.edu/osl/report). If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://www.ethicspoint.com). Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the Wellness Center, the YWCA, or a member of the clergy (for example, a priest or minister).*

*Finally, please be aware that if, for some reason, our interaction involves disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.*