

Evidence-Based Approaches to Psychotherapy **(CPSY 214)**

Santa Clara University
Department of Counseling Psychology
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Readings: Available in PDF format through <http://camino.instructure.com>. See the last page of this syllabus for a bibliography of all the readings.

Objectives: A first objective of this course is for you to understand the definition of “evidence-based practice” as well as the purposes 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 able to conceptualize clients within a variety of evidence-based approaches (cognitive, behavioral, person-centered, and psychodynamic). A fourth 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 primarily will be based on a test and paper. There will also be a grade for class participation.

	<u>% Worth</u>
Test 1	20%
EBT Research Paper	20%
Test 2	20%
EBT in Practice Paper	20%
Class Participation:	20%

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 more than 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 20 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.

Evidence-Based Treatment Research Paper: In this course, you will learn that therapy is generally effective overall, but that different therapies are effective for different conditions and ineffective for other conditions. In large part, the purpose of this course is to give you the information and skills needed make sense of the research. Obviously, however, one course 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 6-8 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.

Evidence Based Treatment in Practice Paper: In this paper, your assignment is to apply an evidence-based therapy to the treatment of a client that you might see in therapy. In most cases, students will choose to write this paper on the same treatment they focused on in their previous “Evidence-Based Treatment Research Paper” and will choose to apply the treatment to someone who has the disorder they focused on in that previous paper. But, you may also choose a new combination of disorder and treatment, if you wish. However, it is very important the treatment you choose should be considered an EBT for that disorder. If you choose a new disorder or treatment, please okay this with me before writing. Your paper should be 6-8 pages, double-spaced, 12 pt type-written. Please see the “Paper Instructions 2” sheet for more information.

Tests: The purpose of the two tests is to assess your basic factual knowledge of material covered in the course. As such, each test will consist of approximately 25 brief multiple-choice questions and 1 - 2 short-answer questions. The first test will assess material from the first half of the course, the second test will assess material from the second half of the course.

Class Participation: Because this class is a combination of lecture and seminar, it is essential that each of us attend every meeting. Lecture is certainly important, but I believe that the “meeting of the minds” that occurs through class questions and discussion is *far* more important. As such, I base a portion of your final course grade on class participation. Participation is not graded by the amount you speak in class, but by your presence and active engagement (even if this is simply engaged listening!). If you need to miss class, please call me before-hand so we can review materials that will be missed. More than one absence will result in losing half of your class participation points.

Disability Accommodations: Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor immediately. To request academic accommodations for a disability, students also must contact Disability Resources located in Benson, room 216, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources to receive accommodations. I am more than happy to make any reasonable accommodations.

Class/Reading/Assignments Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Week 1	Review syllabus and discuss overall plan for the course. What is Evidence Based Treatment (EBT) and why is it important to about? How to adjust EBT to take into account therapist expertise, client preferences, and multicultural diversity.	“Evidence-Based Practice and Psychological Treatments”
Week 2	What is “good evidence”? The basic research methodologies behind EBT. Randomized controlled trials, random assignment, significance testing, correlation vs. causation, efficacy vs. effectiveness.	“Reading and Interpreting Research” (pp. 93-109 only, skim the rest), “Defining Empirically Supported Therapies”
Week 3	Where the rubber meets the road: Exploring the evidence for the treatment of one condition most therapists will treat on a relatively regular basis— Panic Disorder. Focus on exposure-based therapies.	“Psychological Treatment of Panic”, “MAP Protocol”, “RCT”
Week 4	Does therapy work? Looking at the evidence for the efficacy of therapy overall. Do some therapies work better than others for some conditions? Reviews of the literature and meta-analytic methods. Taking into account your client’s unique values, issues, culture, religion, and other important factors.	“Appraising Research Reports”, “Meta-Analysis”, “Consumer Reports”, “Treatments that Work”
Week 5	**Test 1** How do I know if what I’m personally doing is effective? Methods for monitoring individual client outcomes. Setting and monitoring goals. Making adjustments if something isn’t working.	“Incorporating Evaluation and Ethics”, “Assessment and Evaluation”
Week 6	**Evidence-Based Treatment Research Paper Due** Review syllabus and discuss overall plan for the course. Starting simple: Behavior Therapy (BT), relaxation training, and Behavioral activation. Basics of conceptualization and treatment using BT.	“The Essence of Behavior Therapy”, “Relaxation Training”, and “Behavioral Activation” readings
Week 7	Cognitive Behavioral Therapy (CBT). Basics of conceptualization and treatment using Beck’s CBT approach, particularly focused on cognitive restructuring.	“Cognitive Therapy for Addictions” and “CBT for Depression” readings
Week 8	Interpersonal therapies, including Inter-Personal Therapy (IPT), Time-Limited Psychodynamic Therapy (TLDP), and others. Basics of conceptualization and treatment, with a particular focus on TLDP.	“Time-Limited Dynamic Psychotherapy” and “Interpersonal Therapy” readings
Week 9	Motivational Interviewing, a person-centered approach for the treatment of substance abuse and other issues. Basics of conceptualization and treatment.	“Motivational Interviewing” (chapters 1 - 5)
Week 10	**Evidence-Based Treatment in Practice Paper** **Test 2** Final discussion: What do <i>you</i> think? How to integrate Evidence Based Treatment into your practice in a diverse world.	

References of Course Readings

“Evidence-Based Practice and Psychological Treatments” reading:

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.

“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.

“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.

“Psychological Treatment of Panic” reading, chapter 2 from:

Barlow, D. H., & Cerny, J. A. (1988). *Psychological treatment of panic*. New York: Guilford.

“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.

RCT reading:

Klosko, J. S., Barlow, D. H., Tassinari, R., & Cerny, J. A. (1994). A comparison of alprazolam and behavior therapy in treatment of panic disorder. *Journal of Psychotherapy Practice and Research*, 3, 166-179.

“Consumer Reports” reading:

Kotkin, M., Daviet, C., & Gurin, J. (1996). The *Consumer Reports* mental health survey. *American Psychologist*, 51, 1080-1088.

“Treatments that Work” reading, chapter 9 from:

Nathan, P. E., & Gorman, J. M. (2007). *Treatments that work*. New York: Oxford.

“Meta-Analysis” reading:

Cuijpers, P., Geraedts, A. S., van Oppen, P., Andersson, G., Markowitz, J. C., & van Straten, A. (2011). Interpersonal psychotherapy for depression: A meta-analysis. *American Journal of Psychiatry*, 168, 581-592.

“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.

“The Essence of Behavior Therapy”.

“Relaxation Training” readings, chapters 1 & 5 from:

Goldfried, M. R., & Davison, G. C. (1994). *Clinical behavior therapy*. New York: Wiley.

“Behavioral Activation” reading:

Jacobson, N. S., Martell, C. R., & Dimidjian, S. (2001). Behavioral activation treatment for depression: Returning to our contextual roots. *Clinical Psychology: Science and Practice*, 8, 255-270.

“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.

“Time-Limited Dynamic Psychotherapy” reading:

Levenson, H. (2003). Time-limited dynamic psychotherapy: An integrationist perspective. *Journal of Psychotherapy Integration*, 13, 300-333.

“Interpersonal Therapy” reading:

Markowitz, J. C., & Weissman, M. M. (2004). Interpersonal psychotherapy: Principles and applications. *World Psychiatry*, 3, 136-139.

“Motivational Interviewing” reading, chapters 1 - 5 from:

Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing*. New York: Guilford.

Additional Recommended Readings

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

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

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

Levenson, H. (1995). *Time-limited dynamic psychotherapy*. New York: Basic Books.

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.

Credit

Course syllabus used and modified with the permission of course designer David Feldman, Ph.D.