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: 325 Straub
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.
<table>
<thead>
<tr>
<th>Class/Date Instructor</th>
<th>Didactic Topics, Class Exercises</th>
<th>Academic Readings/ Reflection (to be read in advance of class)</th>
<th>Clinical Skill Readings (Skill taught in class; tape due the following week)</th>
<th>Evidenced Based Treatment Assignment (due on date listed)</th>
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<tbody>
<tr>
<td>1. April 1 Maureen</td>
<td>Class Overview; Review mock client(s); Introduction of clinical skill: Motivational Interviewing OARS skills</td>
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<td>Motivational Interviewing, Chapter 6, OARS skills (Miller &amp; Rollnick)</td>
<td>Review <em>What Works Book</em> as guide to EBT treatment presentation</td>
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<tr>
<td>Date</td>
<td>Instructor</td>
<td>Didactic Topic</td>
<td>References</td>
<td>Notes</td>
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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 |
Forgatch et al., (2009)  
Patterson et al., (1989) |                                                                  |
Steinberg (2002)  
Weisz et al., (2006) | Create Fear and Exposure Hierarchy |
| 9. May 27  | Phil       | Class presentations                                                          |                                                                            |                                                                      |
| 10. June 3 | Nick       | Class presentations                                                          |                                                                            |                                                                      |
|            |            | Final                                                                |                                                                            |                                                                      |
Readings by week (Subject to Change)

**Week 1: Clinical Skill Readings**

**Week 2: Evidence based treatment**
This is why you shouldn’t believe that exciting new medical study. [http://www.vox.com/2015/3/23/8264355/research-study-hype](http://www.vox.com/2015/3/23/8264355/research-study-hype)

**Week 3: Evidence based treatment II: Alternative Perspectives**

http://doi.org/10.1037/a0030570
http://doi.org/10.1037/0033-2909.130.4.631

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

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


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


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


**Week 8: Highlight of adolescent EBTs**

