

Syllabus

Evidence Based Practice PSYC 6181
Spring 2020

Contact Information

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Course Meets Online

Goals

The purpose of this course is to provide students with the knowledge and skills associated with empirically based practice.

- a. Therapist characteristics
- b. Therapeutic alliance
- c. Understanding what empirically based practice entails
- d. Implementing empirically based techniques

Course Requirements

This course is set up as an independent study to accompany Clinical Practicum 6152. Students will complete four reading assignments containing five to six peer-reviewed articles and/or book chapters.

1. (total 80 points) Upon completing all of the readings, an enrolled student should write a brief response paper addressing the readings. In completing this assignment, students should identify the main points of the reading and discuss how these reading relate to their clinical work.

2. (total 20 points) Students in Clinical Practicum 6152 are responsible for writing a midterm and final case conceptualization paper. The final paper needs to demonstrate the application of no less than three of the readings. Please use different readings for each paper.

- a. Students may obtain additional sources for the paper. These additional sources do not replace the minimum three readings requirement.

Grades: 90-100= A; 80-89 = B; 70-79 = C; 69 and lower = F

Note Students with disability must be registered with Disability Support Services before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

Americans with Disabilities Act

Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

A copy of "A Guide for Faculty and Staff Working with Students with Disabilities" is available online at [Faculty Guide](#). It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications. Students who require special accommodations must register with Disability Support Services before these accommodations can be provided. An Accommodation Request Form can be obtained at [Accommodation Request](#).

College Policies and Procedures

Can be found at the bottom of the MSU home page or at [Human Resources Policy](#).

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Any evidence of cheating will result in a grade of "F" and being reported to the [Dean of Students](#).

Midwestern State University Student Honor Creed

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate.

Tentative Reading and Exam Schedule

Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Readings 1: 8/25-9/11

Ackerman, S. J., & Hilsenroth, M. J. (2001). A review of therapist characteristics and techniques negatively impacting the therapeutic alliance. *Psychotherapy, 38*, 171-185.

Ackerman, S. J., & Hilsenroth, M. J. (2003). A review of therapist characteristics and techniques positively impacting the therapeutic alliance. *Clinical Psychology Review, 23*, 1-33.

Doran, J. M. (2016). The working alliance: Where have we been, where are we going? *Psychotherapy Research, 26*, 146-163.

Wampold, B. E., & Imel, Z. E. (2015). The Contextual model: Psychotherapy as a socially situated healing practice. *The Great Psychotherapy Debate* (2nd ed., pp. 37-61). New York, NY: Routledge.

Wampold, B. E., & Imel, Z. E. (2015). Therapist effects: An ignored but critical factor. *The Great Psychotherapy Debate* (2nd ed., pp. 37-61). New York, NY: Routledge.

Martin, D. J., Garske, J. P., & Davis, M. K. (2000). Relation of the therapeutic alliance with outcome and other variables: A meta-analytic review. *Journal of Consulting and Clinical Psychology, 68*, 438-450.

Readings 2: 9/14-10/9

Correa, A., Riberio, E. Pinto, D., & Teixeira, S. (2016). Therapeutic collaboration and significant events to the client's change: A systematic review. *International Journal of Psychology and Psychological Therapy, 16*, 49-60.

Del Re, A. C., Fluckiger, C., Horvath, A. O., Symonds, D., & Wampold, B. E. (2012). Therapist effects in the therapeutic alliance-outcome relationship: A restricted-maximum likelihood meta-analysis. *Clinical Psychology Review, 32*, 642-649.

Safran, J. D., Muran, J. C., & Eubanks-Carter, C. (2011). *Repairing alliance ruptures. Psychotherapy, 48*, 80-87.

Sharf, J., Primavera, L. H., & Diener, M. J. (2010). Dropout and the therapeutic alliance: A meta-analysis of adult individual psychotherapy. *Psychotherapy Theory, Research, Practice, Training, 47*, 637-645.

Thompson, L., & McCabe, R. (2012). The effect of clinician-patient alliance and communication on treatment adherence in mental health care: A systematic review. *BMC Psychiatry, 12*, 1-12.

Readings 3: 10/12-11/6

Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology, 66*, 1, 7-18.

Dozios, D. D. (2013). Psychological treatments: Putting evidence into practice and practice into evidence. *Canadian Psychology, 54*, 1-11.

Gorman, J. M., & Nathan, P. E. (date). Challenges to implementing evidence-based treatments. Book????

Katsikis, D. (2014). Evidence-based research: The importance for the present and future of evidence-based practice. *Journal of Evidenced-Based Practice, 14*, 2, 259-270.

Levant, R. F., & Hasan, N. T. (2008). Evidence-based practice in psychology. *Professional Psychology: Research and Practice, 39*, 658-662.
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Readings 4: 11/9-12/7

Self-identified readings re: ESTs related to one or more of your clients.