



Syllabus

Evidence Based Practice PSYC 6181
Fall 2024

Contact Information

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Office Hours: MWF 10:30-11, TR 11-12, Phone: 940-397-4026
M 2-3:30 Cell Phone: 940-733-4388
Class Meets M 12:00-1:50 Location: OD 110
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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 access 3 reading assignments containing 5-6 peer-reviewed articles and/or book chapters.

1. (total 60 points-20 points each) Upon completing all of the readings, an enrolled student should write a brief response paper addressing the readings (2-3 pages, APA 7th ed. style). In completing this assignment, students should identify the main points of the readings and discuss how these reading relate to their clinical work. Finally, each write-up should have 2 new sources from 2017-2024. Please email a copy of the new sources (peer-reviewed article or edited book chapter) to me.
2. (total 30 points) Students in Clinical Practicum 6152 are responsible for writing a midterm and final case conceptualization paper. Each paper needs

to demonstrate the application of no less than 3 of the readings. Please use different readings for each paper.

- a. Students should obtain additional sources for the paper (e.g., the 2 additional readings at minimum). These additional sources do not replace the minimum 3 readings requirement.

Due: Monday, Oct 7th (midterm) and Monday, December 2nd (final).

Grades: 90-81 = A; 80-72 = B; 71-63 = C; 62 and lower = F

Important Dates:

9/2	<i>Labor Day, no classes</i>
9/23	<i>Last day to file for December graduation</i>
10/4	<i>Last day to file for May graduation</i>
11/25	<i>Last day to file for a "W"</i>
11/27-29	<i>Thanksgiving Break, no classes</i>
12/8-12	<i>Finals</i>

Note Students living 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 the ADA Compliance Document is available online at [disability faq](#). 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](#).

Computer Requirements

Taking a modern class requires you to have access to a computer (with Internet access) to complete tests and/or upload assignments. It is your responsibility to

have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

- a. Brightspace (maker of D2L) has tutorials available on YouTube. Please go to [Brightspace YouTube](#) for additional help.

Informed Consent: This information is to inform the student of the limits of confidentiality while enrolled at MSU Texas or any other state school. Due to federal and state law, faculty and staff working for a university are required to report any information that falls under Title IX. Any student who indicates experiencing sexual abuse/misconduct, physical/emotional abuse, domestic violence, stalking, suicidal/homicidal ideation, or related experiences will have an incident report sent to either the MSU Texas Title IX and/or the Dean of Student's office. Student disclosure may occur via a face-to-face meeting, in-class self-disclosure, email, statement made in a written assignment, etc. If a student asks a faculty or staff person not to share the information, please note that by law, we have to report and I will report. Please note that as students, you may be aware of classmates/dormmates struggling and can make an incident report at: [Student Referrals and Incident Reporting Forms](#) or <https://cm.maxient.com/reporting.php?MSUTexas>

Report forms are:

Bias Incident Reporting Form
Campus Incident Report Form
Concerning Student Behavior Form
General Student Complaint Form
Sexual Misconduct Report Form
Student Alert Form

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 individuals 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](#).

Wikipedia

At no time will a student be allowed to use Wikipedia as a source for any project or paper in this class. If it is determined that Wikipedia was used as a source for a project or paper, the student will be given a grade of zero automatically.

Artificial Intelligence (AI)

Written assignments will be run through a plagiarism and AI checker called Turn It In. If at any point Turn It In identifies that a student used AI to complete an assignment (such as ChatGPT), an automatic grade of zero will be given to the assignment.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful

possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the FBI video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Student Code of Conduct

MWSU's official policy in the University's Code of Student Conduct on page 52, states:

Instructor Drop: An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 9 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 12th class day of a 4- or 5-week summer term consisting of 20 days. After these periods, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar as the official drop date. A student dropped from a class by a faculty member for disruptive behavior has the right of appeal to the Student Conduct Committee through the Student Conduct office.

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.

By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and educational purposes.

Travel Plans: Please do not make travel plans that would hinder your access to a computer or the internet. You are responsible for maintaining electronic(s) equipment and internet access every day during this semester.

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: 8/26-9/23

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: 9/30-11/11

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: 11/18-12/2

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. (2015). Challenges to implementing evidence-based treatments. In P. E. Nathan & J. M. Gorman (Eds.) *A Guide to Treatments that Work* (4th ed.). New York, NY: Oxford.

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.