

Evidence-Based Practice in Psychology
CLP 7934, Section 9132
Summer 2007
Thursdays 12:00-3:00pm
HPNP G105
<<http://www.phhp.ufl.edu/~rbauer/ebpphome.html>>

INSTRUCTOR

Russell M. Bauer, Ph.D., ABPP
Office: 3154 HPNP
Phone: 273-6140
Office Hours: By Appointment
E-mail: rbauer@phhp.ufl.edu

COURSE MATERIALS

The following texts are required.

Norcross, J.C., Beutler, L.E., & Levant, R.F., Eds. (2006). Evidence-Based Practices in Mental Health. Washington, DC: American Psychological Association.

Straus, S.E., Richardson, W.S., Glasziou, P., & Haynes, R.B. (2005). Evidence-Based Medicine: How To Practice and Teach EBM. New York: Elsevier/Churchill Livingstone.

Additional readings as assigned.

COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

1. Identify key issues and controversies in the evidence-based practice movement.
2. Master key concepts essential to evidence-based practice in psychology.
3. Understand the current state of the evidence supporting the use of major psychological treatments and assessment techniques.
4. Perform literature searches and conduct reviews designed to improve the empirical basis of their practice.
5. Integrate the evidence base into clinical decision making in a way that makes a difference for real-life treatment and patient management.

COURSE POLICIES AND PROCEDURES

Course Format. The course will be conducted in graduate seminar format, consisting of lecture material, class discussions, and presentation of student projects. Active participation of students in the process of learning is critical to achievement of course objectives. It is not possible to learn evidence-based practice without doing evidence-based practice.

Attendance, Absences, and Make-up Work. Attendance during scheduled class meetings is expected. Students should make prior arrangements with the instructor if they must miss

a class. Students will be responsible for missed lectures and reading assignments regardless of attendance.

Academic Integrity. Students enrolled in this course must abide by all University rules and regulations, including the policies outlined in the University of Florida Rules – 6C1-4.017 Student Affairs: Academic Honesty Guidelines. The UF honesty policy is available at: <http://www.dso.ufl.edu/judicial/academic.php>

Accommodations for Students with Disabilities

Students requesting accommodations must first register with the Dean of Students Office. The Dean of Students office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations.

Lecture Notes

PowerPoint lectures will be provided to students and will be available on the course website the morning of class. Students are encouraged to bring copies of the lecture slides to class to facilitate note-taking.

Examination

There will be one in-class closed-book examination, worth 20% of the final grade. The date of the examination is listed in the course schedule below.

Student Projects

During the course, students will work on two projects designed to help them acquire skills in evidence-based practice.

In **Project 1**, the student will learn to ask a clinically meaningful question about a patient (or hypothetical patient) and will conduct a systematic review of available evidence leading to an answer to that question. Examples of questions include, “would a systematic exercise program assist my depressed patient with symptoms of lethargy and sleep disturbance?”, “would mindfulness therapy help my adolescent with ADHD to concentrate better in the classroom?”, or “would my BPD patient with persistent parasuicidal behavior benefit from a mood stabilizer?” Students will be expected to develop their own questions, and are encouraged to base these questions on real-life patient examples so that the answers they generate might be useful in practice. Project 1 is worth 30% of the final grade.

In **Project 2**, the student will develop a 1.5 hour workshop, modeled as a “beginner workshop” at a conference, on an empirically-supported treatment or assessment technique. The workshop will contain a theoretical and technical overview of the treatment, a review of empirical studies supporting the treatment, and a case example or vignette. All students will follow a workshop format template, and a consumer-oriented fact sheet about the treatment will be developed. The student will then present this workshop in class. Students are encouraged to make use of additional faculty expertise in completing this assignment. Additional information and instructions will be provided to students as they begin this project. Project 2 is worth 50% of the final grade.

Grading

Course grades will be based on the following components:

Project 1:	30 points
Project 2:	50 points
Examination	20 points

The following grading scale will be used:

A	90-100
B+	87-89
B	82-86
B-	80-81
C+	77-79
C	72-76
C-	70-71
D+	67-69
D	62-66
D-	60-61
E	below 60

Course Schedule and Reading Assignments

The table below contains the course meeting schedule and accompanying reading assignments. Students are expected to complete assigned readings prior to the class meeting for which they are assigned. The instructor reserves the right to “spot-check” for reading through unannounced quizzes. Readings not contained in the assigned texts will be made into electronic (.pdf) files and will be available on the course website.

Date	Topic	Reading
May 17	Introduction to Evidence-Based Practice in Psychology: The “three-legged stool”	Antes et al (1999) Norcross et al, Chapter 1 Spring, in press Pagoto et al, in press APA EBPP report (2005) Straus et al, Chapter 1
May 24	The “First Leg”: Study Design and Strength of Evidence Empirically-Supported Treatments Searching for Evidence	Norcross et al, Chapter 2,3 Straus et al, Chapter 2 Chambless & Ollendick (2001) Stinson et al. (2003) Zhang et al. (2006)
May 31	Basic Concepts in Epidemiology Statistical Methods and Metrics Diagnostic Testing Issues	Straus et al, Chapters 3,5,6 Kleinbaum et al (2007) selections
June 7	No Class – Bauer at AACN	No reading
June 14	The “Second Leg”: Clinical Expertise	APA EBPP Report (2005) Shirk & Carver (2003) Brown et al (2005)
June 21	TBA	Cresswell et al (2007)

		Thome (2000) Dixon-Woods et al (2007)
June 28	No Class – Summer Break	No reading
July 5	The “Third Leg”: Patient Characteristics, Culture, and Preferences Student Project 1 Presentations	Norcross et al (2006), Chapter 8 Sue, Zane, and Young (1994) Groth-Marnat, Beutler, & Roberts (2001) APA EBPP Report (2005) Man-Son-Hing et al (2000)
July 12	Conducting and Interpreting Systematic Reviews and Meta-Analyses Student Project 1 Presentations	Whittemore & Knafl (2005) Goldsmith et al. (2007) Hunt & McKibbin (1997) Thomas et al (2004)
July 19	Evidence-Based Assessment IN-CLASS EXAMINATION	
July 26	Student Workshops	Reading as assigned by student
August 2	Student Workshops	Reading as assigned by student
August 9	Student Workshops	Reading as assigned by student

Reference List

- American Psychological Association (2005). *Policy Statement on Evidence-Based Practice in Psychology*. Approved by Council, August, 2005. Accessible online at: <http://www2.apa.org/practice/ebpstatement.pdf>
- Antes, G., Galandi, D., & Bouillon, B. (1999). What is evidence-based medicine? *Langenbeck's Archives of Surgery*, 384, 409-416.
- Bauer, R.M. (in press). Evidence-based practice in psychology: Implications for research and research training. *Journal of Clinical Psychology*.
- Brown, G.S., Lambert, M.J., Jones, E.R., & Minami, T. (2005). Identifying highly effective psychotherapists in a managed care environment. *American Journal of Managed Care*, 11, 513-520.
- Chambless, D.L. & Ollendick, T.H. (2001) Empirically supported psychological interventions: Controversies and evidence. *Annual Review of Psychology*, 52, 685-716.
- Cresswell, J.W., Hanson, W.E., Clark, V.L., et al. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35, 236-264.
- Dixon-Woods, M., Miller, T., Bonas, S., Smith, J., et al. (2007) Appraising qualitative research for inclusion in systematic reviews: A quantitative and qualitative comparison of three methods. *Health Services Research & Policy*, 12, 42-47.

- Goldsmith, M.R., Bankhead, C.R., & Austoker, J. (2007). Synthesizing quantitative and qualitative research in evidence-based patient information. *Journal of Epidemiology and Community Health, 61*, 262-270.
- Groth-Marnat, G., Beutler, L. E., & Roberts, R. I. (2001). Client characteristics and psychotherapy: Perspectives, support, interactions, and implications for training. *Australian Psychologist, 36*, 115-121.
- Hunt, D. L. & McKibbin, K. A. (1997) Locating and appraising systematic reviews. *Annals of Internal Medicine, 126*, 532-538.
- Kleinbaum, D.G., Sullivan, K.M., & Barker, N.D. (2007). *A Pocket Guide to Epidemiology*. New York: Springer.
- Man-Son-Hing, M., Laupacis, A., O'Connor, A.M., Coyle, D., Berquist, R., McAlister, F. (2000) Patient preference-based treatment thresholds and recommendations: a comparison of decision-analytic modeling with the probability-tradeoff technique. *Medical Decision Making, 20*, 394-403.
- Pagoto, Spring, et al. (in press). Barriers and facilitators of evidence-based practice perceived by behavioral science health professionals. *Journal of Clinical Psychology*.
- Shirk, S.R., & Karver, M. (2003). Prediction of treatment outcome from relationship variables in child and adolescent therapy: a meta-analytic review. *Journal of Consulting and Clinical Psychology, 71*, 452-464.
- Spring, B. (in press). Evidence-based practice in clinical psychology: what it is, why it matters, and what you need to know. *Journal of Clinical Psychology*.
- Stinson, J. N., McGrath, P. J., & Yamada, J. T. (2003). Clinical trials in the *Journal of Pediatric Psychology*: Applying the CONSORT Statement. *Journal of Pediatric Psychology, 28*, 159-167.
- Sue, S., Zane, N., & Young, K. (1994). Research on psychotherapy with culturally diverse populations. In A.E. Bergin, and S.L. Garfield (Eds), *Handbook of psychotherapy and behavior change* (4th edition, pp. 783-817. New York: John Wiley & Sons.
- Thomas, J., Harden, A., Oakley, A., Oliver, S., Sutcliffe, K., Rees, R., Brunton, G., & Kavanagh, J. (2004). Integrating qualitative research with trials in systematic reviews. *BMJ, 328*, 1010-1012.
- Thome, S. (2000). Data analysis in qualitative research. *Evidence Based Nursing, 3*, 68-70.
- Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing, 52*, 546-553.
- Zhang, L, Ajiferuke, I., & Sampson, M. (2006) Optimizing search strategies to identify randomized controlled trials in MEDLINE. *BMC Medical Research Methodology, 6*, 23.