Special Topics: Clinical Intervention  
PSYC 4541 (fall 2014)  
University of Colorado, Boulder  
Dr. Sona Dimidjian

PROFESSOR and CONTACT INFORMATION:

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COURSE LOCATION AND TIMES

Muenzinger E0046  
Tuesday and Thursday 12:30-1:45pm

COURSE DESCRIPTION

This course provides an intensive introduction to special topics relevant to “clinical intervention.” Specifically, the course focuses on evidence-based practice in psychology and efforts to integrate clinical science and practice. Throughout the course, we will address the historical roots, current trends, and controversies of evidence-based practice in psychology. In addition, we will focus on the critical thinking skills required to access and evaluate the clinical intervention scientific literature. Lastly, we will learn about psychological interventions that are supported by scientific evidence, including interventions for depressive, anxiety, trauma and stress related disorders, and disordered eating. The course assumes prior completion of Abnormal Psychology or Psychopathology.

COURSE LEARNING GOALS:

At the end of this course, you should be able to:

1. Identify and apply elements of and threats to scientific thinking in psychology, including distinguishing examples of scientific versus pseudoscientific approaches to clinical psychology.

2. Describe the history, rationale, core components, process, and ethical and policy implications of evidence-based practice (EBP) in psychology.
3. Identify the ways in which individual characteristics, including sociocultural factors, and individual intervention preferences influence clinical decision-making and research, and the ways in which social and organizational contextual factors are relevant to EBP in psychology.

4. Demonstrate psychology information literacy (e.g., identify the characteristics and relative value of different information sources; acquire peer-reviewed psychological science publications to address clinical questions).

5. Critically appraise peer-reviewed psychological science publications with respect to aims, methods, results, interpretations, harms, bias, clinical significance, etc.

6. Assess key aspects of the evidence base for empirically supported psychotherapeutic approaches for particular disorders, including the strength of the evidence for how well the treatment works, for whom, how, and under what conditions; how well the evidence base aligns with the theory of the treatment; and the limits and gaps in the evidence base.

7. Summarize the rationale, principles and core strategies of empirically supported psychotherapeutic approaches for particular disorders (e.g., prolonged exposure for PTSD; behavioral activation for major depression, cognitive behavioral therapy for insomnia, etc.).

8. Apply the rationale, principles and core strategies of empirically supported psychotherapeutic approaches for particular disorders in role-play formats with peers or observational tasks.

9. Combine your knowledge of both the evidence-based practice process and empirically supported treatments to formulate and defend an assessment and treatment plan for a selected hypothetical patient.

10. Describe applications of EBP in contemporary professional settings and assess the implications of the class to your future as a professional and citizen, including identifying ways that you might promote ethical and socially responsible behavior in professional and personal settings, and formulating an action plan for ways in which the class informs your exploration of meaningful professional directions for life after graduation.

**COURSE FORMAT AND EXPECTATIONS**

In order to allow you to develop a sophisticated intellectual and experiential understanding of evidence-based practice in clinical psychology, we will integrate different pedagogical methods. The course will include a combination of lecture, discussion, observation, experiential practice, writing, and project-based learning. We will have many opportunities for you to practice effective writing and presentation skills and collaborative teamwork. We will read a variety of texts, including: original empirical studies, systematic reviews, treatment guidelines, book chapters, case studies, and selections from psychological intervention treatment manuals. We will use the readings assigned for each class as a springboard for discussion and practice; thus, you **must** be prepared by having completed the reading in order.
to make good use of the class. I will not be summarizing the readings comprehensively in lecture in each class.

LEARNING AND TEACHING COMMITMENTS

It is my view that the most effective learning environments are co-created by students and faculty on the foundation of mutual commitments. I recommend the following as commitments for our course:

As a student in this class, I ask that you commit to being:
1. responsible for your own learning and our classroom quality by doing the reading for each class, thinking about the reading in advance of each class, and coming to class on time, being willing to ask questions or acknowledge when I do not understand to create opportunities for greater learning;
2. engaged during each class by paying attention, asking questions, participating in activities and discussions, and avoiding distracting activities (email, phone, side conversations, etc.);
3. collaborative with your classmates by communicating openly, directly, and respectfully and by being accountable for your part of group activities and projects;
4. proactive in reaching out for help from the teaching assistant and me if you have concerns at any point about the class discussion, content, or commitments.

As your professor, you can be confident of my commitment to:
1. support your learning by making the best possible use of class time;
2. developing engaging strategies to help you learn course material;
3. welcoming your input on ways to support you in your achievement of your learning goals and being responsive to ways in which you may be confused or are struggling with course material or assignments;
4. being available to provide additional assistance when needed.

COURSE MATERIALS

Course materials are available through the class website on Desire2Learn (http://learn.colorado.edu) and through the CU Bookstore.

Three books are required for the course. The following two of these are available for purchase at the CU Bookstore immediately.


The third required book will be published in October and will be available for purchase at the CU Bookstore at that time. I am requiring some chapters from this text for classes before the publication date. The publisher kindly has agreed to make these available for our use by sending me PDFs to share with you. These will be available on D2L.
I also have assigned articles for most classes. These are available in a course pack for purchase at the CU Bookstore, or you can access them in electronic form through the D2L website.

You must also register an iClicker number online for use in each class. iClickers are available for purchase at the CU Bookstore. To register your iClicker, visit mycuinfo.colorado.edu and use your IdentiKey username (not your student ID).

UPDATES TO COURSE MATERIAL AND ASSIGNMENTS

The syllabus, readings, handouts, assignments, grades, and other information will be posted on the Desire2Learn (D2L) website. Please note that some assigned readings and activities may change during the semester. The most current version of the readings and weekly assignments will be posted on the course website on D2L. You are responsible for monitoring the course website and staying up to date with readings and assignments. Email updates will be sent out when important material is posted on the website. You must regularly access D2L and your email so that this important information can reach you.

ASSIGNMENTS AND EVALUATION

Course evaluation of learning will be carried out through the following activities, with the maximum number of points available indicated for any one assignment (actual points will based on the quality of your work):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Class Participation</td>
<td>10</td>
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<tr>
<td>2. Reflections Journal</td>
<td>9</td>
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<tr>
<td>3. In-Class Essay Exams (10 in-class essay exams, 4 points</td>
<td>32</td>
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<tr>
<td>5. Field Report</td>
<td>9</td>
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<td>6. Evidence-Based Case Report</td>
<td>30</td>
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<tr>
<td>Total Points</td>
<td>100</td>
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<tr>
<td>7. Bonus Points</td>
<td>5</td>
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1. CLASS PARTICIPATION (10 points)

You are asked to come to class on time and to be well prepared. You will be evaluated on your degree of involvement in class. Specifically, this includes attending class; bringing questions, ideas, and information to share; engaging in class activities; and thoughtfully responding to clicker questions. Your responses to clicker questions, graded as response/no response, make apparent the degree to which you are reading
and thinking about assignments and class material. The goal of evaluating class participation is to foster a context in which we are all actively engaged in the process of critical and creative learning.

2. REFLECTIONS JOURNAL (9 points)

Over the course of the semester, you will be asked to complete experiential practice of various clinical strategies and to record your reflections in a journal. You will be asked to turn this in 3 times over the course of the semester and will receive up to 9 points in total.

3. IN CLASS-ESSAY EXAMS (32 points)

There will be ten in-class essays over the semester. The dates of these ten in-class essays will not be announced in advance; thus, you should consider any class as a potential in-class essay day. Because this class emphasizes heavily the development and mastery of critical thinking, writing, and reading skills and because it is imperative that students attend class prepared by having completed the readings in advance, in-class essay exams are used in the stead of a midterm or a final exam. Your mastery of course material will be assessed in an ongoing manner across the semester through these in-class essay exams. The essay questions will require that you have engaged thoughtfully with the assigned readings, as well as other materials and ideas from the course, in your answer.

These in-class essays serve multiple purposes, including: a) to provide you with an opportunity to consolidate and synthesize readings and class material in an ongoing manner during the semester; b) to provide you with an opportunity to demonstrate your level of mastery of the course material and obtain more frequent and early feedback about your performance; c) to reinforce the critical importance of coming to class on time and reading and thinking about the course material in advance of the class.

Your overall essay grade will be the sum of your eight highest essay grades, allowing you to drop your two lowest scores. If you are present for all ten essays, your two lowest grades will be dropped automatically. If you miss an essay, it will be counted as one of the two scores that can be “dropped.”

4. “HOW TO READ A PAPER" REPORT (10 points)

You will be asked to write a report summarizing your critical evaluation of two peer-reviewed papers. We will provide a set of peer-reviewed papers from which you may select for this assignment. You will be instructed to use as a guide the relevant chapters and checklists from Greenhalgh, T. (2014). How to read a paper: The basics of evidence-based medicine, 5th Edition. BMJ Books. This assignment is designed to provide you with the structure and scaffolding to critically evaluate clinical psychological science. It also will provide you with an opportunity to practice, and receive feedback, on a core set of skills that are necessary for completing the final course paper.

5. FIELD REPORT (9 points)
There is a complex tradition of efforts to integrate the domains of psychological science and clinical practice. Today, people are engaging in such integrations in numerous and varied ways. One of the goals of this class is to help you think creatively and imaginatively about ways in which you might want to extend what you learn in this class into your educational and professional futures. The field report course assignment addresses this course goal in two parts, which are due on different dates (see course schedule).

First, you are asked to work in a small group to conduct an interview with a clinical psychologist. You will be provided with a list of potential interviewees with whom your group can sign up to interview. During the interview, your group is encouraged to inquire about his/her educational background and path, professional history, and daily work experience. In addition, your group may ask your interviewee about his/her attitudes and practices relevant to evidence-based practice and the integration of science and practice broadly. Your small group will be required to: a) prepare interview questions, b) conduct and record the interview, and c) edit the interview into an engaging, informative brief video for your classmates. This video is an opportunity for your group to engage your collective creativity in how to convey what you learned; information and resources to support your creation of the group video will be provided to you in the assignment overview on D2L.

Second, you will be required to work individually to watch at least 3 of the class videos (including your group video) and respond to a series of questions in writing that will inquire about your opinions about the field and your thoughts about your future as a student, professional, and citizen. The questions will be provided to you in the assignment overview on D2L.

The grade for this project will be apportioned as follows: group component (5 points, all members will receive the same grade, unless 2+members of the group report that another member has contributed substantially less to the project in which case the grade of the individual in question will be adjusted); individual component of reflections on the videos and learning experience (4 points).

6. EVIDENCE-BASED CASE REPORT (final paper) (30 points)

This assignment is designed to provide you with an opportunity to practice with the process of evidence-based practice. You will be required to integrate all of the specific skills and information that you have learned throughout the semester and apply such knowledge and skills to a case.

Early in the semester, you will be provided with a set of cases described by practicing licensed clinical practitioners. You will have an opportunity to select one of these cases for you to use as a foundation for your paper. You may take some “creative license” with this assignment if it helps you complete the report; however, that license must be within reasonable limits. Specifically, you may “add” information about the patient to what the clinician presented, but you may not remove or ignore information presented.

Your final paper will consist of the following sections: a) introduction, b) overview of assessment procedures and process, c) brief conceptualization of the problem(s), d)
overview of the treatment plan recommended, e) specific clinical strategies, f) plan for ongoing assessment, and g) implications for future research.

Your paper must include a discussion of published treatment manuals or resources and a critical evaluation of relevant scientific literature to support your recommended treatment plan. Your paper must include a minimum of 10 references. Of these 10, two may be chapters in the Barlow text or papers assigned in class. The remaining 8 must be peer-reviewed publications that you locate using your information literacy skills. Also, among the 10 papers, at least two must be primary empirical studies; the others may be systematic reviews, treatment guidelines, or other secondary sources published in peer-reviewed journals. The discussion of each of the peer-reviewed papers must demonstrate that you both understood and critically evaluated them and that you justified their relevance for your case.

Your final paper must be 10 pages, typed and double-spaced, using standard 1-inch margins and 12 point Times New Roman font size. Formatting, including references, should conform to the APA Publications Manual. Points will be taken off for misspellings, incorrect grammar, incorrect formatting, etc.

7. BONUS EXTRA CREDIT (5 points)

The first chapter of the classic book on evidence-based medicine addresses the topic of “our reactions to knowing and to not knowing.” The authors observe:

When teachers asked you questions to which you knew the answers, did you learn to raise your hand to be called upon to give the answers? We did, and so did virtually all of our learners, and in the process, we’ve learned that teachers and examinations reward us for already knowing the answer. When teachers asked questions to which you didn’t know the answers, did you learn to raise your hand to be called upon and say “I don’t know this today, but I can see how useful it would be to know and I’m ready to learn it today”? Didn’t think so, and neither did we, or our learners, so in the process, we’ve learned that teachers and examinations do not reward us for showing our ignorance and being willing to learn. And while hiding our ignorance in the classroom may have proved useful in the short run, in the long run it becomes maladaptive in clinical practice if we continue to try to hide our knowledge gaps from ourselves and avoid learning, for it will be our patients who pay the price. (Straus, Glaziou, Richardson, & Haynes, 2011, p. 17)

You may earn up to 5 points of extra credit in this class for writing a 1 page summary (maximum), typed and double-spaced, using standard 1-inch margins and 12 point Times New Roman font size, which answers a question that you have to which you do not know the answer. Your summary must clearly state your question, why your question matters to you, how you answered it by acquiring relevant evidence from the psychological science literature, and what your answer is based on what you learned. You can pose and answer any question as long as it fits with the subject of our class and with the spirit of the statement: “I don’t know this today, but I can see how useful it would be to know and I’m ready to learn it today.” Your answer must cite at least two sources, one of which may be from the class texts (Lilienfeld et al. or Barlow).
GRADING

Course grades will be based on the following range of possible course points that you earn. If you add up all of your points earned and divide by 100, course grades will be: 93-100% = A, 90-92% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-, 77-79% = C+, 73-76% = C, 70-72% = C-, 67-69% = D+, 63-66% = D, 60-62% = D-, 59% and below = F.

MISSED CLASS AND LATE WORK

If you miss a class, please get notes from a classmate. You are responsible for all information communicated in class, whether or not you are in attendance. You must check the course website and your email to stay on top of any changes to the course plan or assignments.

It is not in your interest to explain to me reasons for missed class or late work without clear, written, verifiable documentation. Except for unavoidable, well-documented circumstances such as illness or family emergencies, when an assignment is turned in late, your grade for that assignment will be reduced by 10% for each day late.

If you miss an in-class essay exam and would like for me to consider providing you with an opportunity to “make up” the exam, you must provide to me a request in writing, including a reason for missing the in-class essay that was beyond your control and written, verifiable documentation of that reason (e.g., a signed letter from a physician). I will consider such requests on a case-by-case basis. Please note that make-up opportunities will not be the identical exam that was administered in class and, instead, may include writing a longer out of class essay. Do not request a make-up opportunity without verifiable documentation of a reason beyond your control. If you fabricate a reason for missing the exam or provide false documentation, I will consider that to be a severe violation of the honor code and will take action accordingly.

An incomplete is only given if you, for reasons beyond your control, have been unable to complete course requirements. You must have documentation that verifies reasons that were beyond your control that interfered with your ability to complete the class. Moreover, a substantial amount of work must have been satisfactorily completed before approval for such a grade is given.

CONTROVERSIAL AND SENSITIVE TOPICS

Class lectures, discussions, and activities may include topics that are controversial and that may be upsetting in nature (e.g., traumatic events, suicide). The goal of this course is to think critically about such topics, and it is my aim to create an atmosphere that is conducive to dialogue and inquiry by nurturing a classroom based on respect and consideration for oneself and one’s peers. If you have concerns about topics that are listed on the syllabus or that are addressed in class discussions, I encourage you to talk individually with me at any point.

DISABILITY ACCOMMODATIONS
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

RELIGIOUS OBSERVANCE

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I expect you to notify me in advance if religious observances will conflict with class requirements so that we can arrange a suitable accommodation. See full details at http://www.colorado.edu/policies/fac_relig.html

CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

DISCRIMINATION AND HARASSMENT

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

HONOR CODE

All students of the CU-Boulder are responsible for knowing and adhering to the academic
integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Of note, I consider giving your clicker to another student to “click in” responses for you a serious honor code violation for both parties involved. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu
**PRELIMINARY COURSE SCHEDULE & READINGS**

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<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td></td>
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<td>Reading assignments and scheduled activities are subject to change. See the course website for updates. You are responsible for completing all readings before the listed class.</td>
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<td><strong>MODULE 1: Why are we here?</strong></td>
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<tr>
<td>8/26 (T)</td>
<td>Introduction to the course</td>
<td><strong>BE PREPARED FOR A “PRACTICE” IN-CLASS ESSAY ON THE COURSE SYLLABUS AND THE TED TALK ASSIGNMENT</strong></td>
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<tr>
<td>8/28 (Th)</td>
<td>Introduction to the course</td>
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<td><strong>MODULE 2: History and Rationale for a Scientific Approach to Clinical Intervention</strong></td>
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| 9/2 (T)  | Psychological science and pseudoscience     | • Lilienfeld, Lynn, & Lohr, foreword and preface  
• Lilienfeld, Lynn, & Lohr, Ch 1: Initial thoughts, reflections, and considerations                                                                 |
| 9/4 (Th) | History of scientific approaches to clinical intervention and core components of evidence-based practice (EBP) | • Lilienfeld, Lynn, & Lohr, Ch 6: The science of psychotherapy  
• http://www.nimh.nih.gov/about/director/2014/the-paradox-of-parity.shtml |
|          |                                             | **MODULE 3: Core Components and Process of EBP**                                                                                               |
| 9/11 (Th)| Clinical Expertise                         | • Lilienfeld, Lynn, & Lohr, Ch 2: Understanding Why Some Clinicians Use Pseudoscientific Methods: Findings from Research on Clinical Judgment  
• Tracey, T.J.G, Wampold, B.E., Lichtenberg, J.W, & |

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<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
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| 9/23   | Best Research Evidence: Information Literacy   | • Greenhalgh, Ch 1: Why read papers at all?  
• Greenhalgh, Ch 2: Searching the literature  
• Listen to and respond to questions about: [http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=5309328&m=5310039](http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=5309328&m=5310039) |
| 9/25   | Best Research Evidence: Research Design and Methods | • Greenhalgh, Ch 3: Getting your bearings  
• Greenhalgh, Ch 4: Assessing methodological quality  
• Optional tutorial sessions for “How to Read a Paper Report”  
• Details To be announced |
| 9/30   | Best Research Evidence: Research Design and Methods | • Lilienfeld, Lynn, & Lohr, Ch 7: New Age and Related Novel Unsupported Therapies in Mental Health Practice  

**MODULE #4: Evidence-Based Practice in Action**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>10/2 (Th)</td>
<td>Introduction to clinical cases</td>
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<td><strong>Guest Lecture:</strong> Megan Bresnahan</td>
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<td><strong>Assistant Professor, Engineering Research and Instruction Librarian</strong></td>
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<tr>
<td>10/9 (TH)</td>
<td>Acquiring evidence to inform evidence-based practice: NOTE LOCATION CHANGE</td>
<td>Hands on / drop in session at the library 11:30-1:30pm – details to be announced in class on 10/7</td>
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<tr>
<td>10/14 (T)</td>
<td>PTSD</td>
<td>- Barlow, Ch 2, PTSD (Monson, Resick, &amp; Rizvi)</td>
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<td></td>
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<td>- Lilienfeld, Lynn, &amp; Lohr, Ch 10: Science and Non-Science-based Treatments for Trauma-Related Stress Disorders</td>
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<td>10/16 (TH)</td>
<td>Social Anxiety Disorder</td>
<td>Barlow, Ch 3, social anxiety disorder (Heimerg &amp; Magee)</td>
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<td>10/21 (T)</td>
<td>Social Anxiety Disorder</td>
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<tr>
<td>10/23 (TH)</td>
<td>Obsessive Compulsive Disorder</td>
<td>Barlow, Ch 4, OCD (Franklin &amp; Foa)</td>
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<td>10/28 (T)</td>
<td>Depression</td>
<td>- Barlow, Ch 9 Behavioral Activation for Depression (Dimidjian, Martell, Herman Dunn, and Hubley)</td>
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<tr>
<td>10/30 (TH)</td>
<td>Depression</td>
<td>Barlow, Ch 8 Interpersonal Therapy for Depression (Bleiberg &amp; Markowitz)</td>
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<tr>
<td>11/6 (TH)</td>
<td>Depression</td>
<td>Lilienfeld, Lynn, &amp; Lohr, Ch 12 (herbal treatments and antidepressant medication)</td>
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<tr>
<td>11/11 (T)</td>
<td>Sleep disturbance</td>
<td>Barlow, Ch 16 Treatment of Sleep Disturbance (Kaplan &amp; Harvey)</td>
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<td><a href="http://www.nytimes.com/2014/03/23/magazine/how">http://www.nytimes.com/2014/03/23/magazine/how</a></td>
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<td>Date</td>
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| 11/13 (TH)| Suicide                   | - Barlow, Ch 10 Borderline Personality Disorder (Neacsiu & Linehan)  
| 11/18 (T) | Suicide                   | ***PART 2 OF FIELD REPORT DUE              |
| 11/20 (TH)| Eating disorders          | - Barlow, Ch 17 Eating Disorders: A Transdiagnostic Protocol (Fairburn & Cooper)  
|           |                           | - Select and read one of the key papers posted on the website (be prepared to defend why you picked the paper and summarize its findings and implications):  
|           |                           | [http://www.bodyprojectsupport.org/resources/publications](http://www.bodyprojectsupport.org/resources/publications) |
| 11/25     | FALL BREAK                | FALL BREAK                                 |
| 11/27     | FALL BREAK                | FALL BREAK                                 |

**MODULE #5: Dissemination, Implementation, Innovation, and Your Future**

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<td></td>
<td>- Lilienfeld, Lynn, &amp; Lohr, Ch 9 (self help)</td>
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<td>12/11 (TH)</td>
<td>Barriers, solutions, and your future</td>
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<td>• Greenhalgh, Ch 15 Getting evidence into practice</td>
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<td>• Greenhalgh, Ch 17 Criticisms of evidence-based medicine</td>
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<tr>
<td></td>
<td>• Lilienfeld, Lynn, &amp; Lohr, Ch 17 (concluding thoughts)</td>
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*** EVIDENCE-BASED CASE REPORT FINAL PAPER DUE ***