

**ART Advanced Research Topics: Evidence-based Therapies
PSYC 387.01**

Instructor: Joyce P. Yang, Ph.D.
Email: jpyang@usfca.edu
Phone Number: (732) 707-7924
Office Hours: Mondays 10am - 12pm (use this Calendly link to schedule a 20min block of time: <https://calendly.com/jpyang/20min>) and by appointment. Meetings will be held in my Zoom meeting room: <https://usfca.zoom.us/my/dryang>

Class Times: MW from 2:15 – 4:00PM using [this link](#) or Meeting ID: 847 4675 4157
Password for all meetings: psychology
*Note that you will need to sign into your @usfca.edu Zoom account

Number of Units: 4

Prerequisites

PSYC 101 – General Psychology		PSYC 270 – Biological Psychology
PSYC 265 – Research Design		PSYC 313 – Abnormal Psychology
PSYC 260 – Psychological Statistics	or	MATH 102 – Biostatistics

Zoom instructions and online etiquette:

Zoom is the videoconferencing tool we will be using for class and office hours. Please arrive on time, present yourself professionally as you would in the classroom. If possible, keep your video on to promote engagement, especially during small group breakout room sessions with classmates. We will adhere to the USF Digital Citizenship policy referred to on the course Canvas website. Keep your microphone muted, unless you are speaking. Lectures, presentations, and discussions during class are not to be recorded, reproduced, or redistributed.

Course Description

Mental illness affects more than 1 billion people around the world causing considerable global burden of disease. Although psychological pain is an inevitable (and arguably essential) part of the human condition, mental health providers work hard to *reduce* human suffering, by helping people identifying actionable changes and improvements to make. Although stigma against mental disorders is prevalent and many do not have access to appropriate healthcare, there are many psychological treatments and therapies that have a strong scientific basis of evidence demonstrating how and why they work.

This seminar provides an in-depth exploration of treatments for common mental disorders such as major depression and generalized anxiety, that have an “evidence-base”. We will critically examine the scientific literature providing empirical support for the therapies, observe the therapies in action through watching expert therapists, and create pseudopatient narratives with which to explore and roleplay key treatment strategies.

During remote learning, we will be meeting synchronously throughout all class times. We will use Monday class times primarily to be meet as an entire class to discuss course topics for the week and Wednesday class times primarily as “work time” to meet synchronously in breakout rooms with your pairings or small groups to practice roleplays, treatment concepts and skills taught on Monday, and develop your pseudopatient narratives.

Course Learning Objectives (CLOs)

1. Knowledge of Evidence-based Therapies: A primary goal of this course is to increase your knowledge and understanding of mental illness and mental healthcare. We will be covering: a) empirical background and theoretical context for treatments for depression and anxiety; b) understanding key elements of case conceptualization derived from each of the therapy models; c) understanding key intervention strategies in each treatment model; d) gain experience practicing the key intervention strategies through pseudopatient roleplays and writing.
2. Scientific Values and Critical Thinking: Another goal of this course is to stimulate your intellectual curiosity about mental health and treatment, increase appreciation for the scientific method, research, and limitations, as well as enhance your ability to critically examine and evaluate research and information related to mental health and healthcare.
3. Applications to Your Lived Experience: Perhaps most importantly, I am interested in students understanding that principles from evidence-based therapies can apply to your daily lived experience and future occupations. For example, class topics will a) allow us to appreciate the diversity of human health experiences, b) examine complex issues of health equity and access to care, c) increases awareness about mental health and stigma, including how mental illness is portrayed in media, d) promote intelligent skepticism about health-related research, and e) facilitate practicing reflective listening and validation skills.

Course Requirements

Inclusivity Policy

Please note that all of my classes are rooted in an anti-bias, anti-racist (ABAR) pedagogical framework. To this end, we will collaborate in sharing and gaining knowledge together. I expect myself as well all of my students to continuously work on dismantling the internal and external biases that we hold in our beliefs and will encounter in the field of psychology. If and when any member of our learning community engages in language or behavior that perpetuates racism or other bias, our course policy is to respectfully engage in dialogue to acknowledge the harm, correct, and improve, so that we can collectively move towards universal equity.

Class Attendance and Participation – Students are expected to attend class, be on time, and participate in class discussions and activities. Note that you do not need to notify me if you are going to be absent. However, you are responsible for all announcements made, material given, and information covered during class. Therefore, if you must miss class for any reason, you are responsible for contacting classmates for class notes and material. *Please do not send me emails that say, “Did I miss anything?” The purpose of participation is to afford you the opportunity to engage with material by asking questions, sharing your thinking, listening to your classmates’ experiences, and deepen collective understanding through dialogue. In addition to regular participation, each student is responsible for co-leading discussion one week of the semester. Class participation sharpens the skill of verbally expressing your ideas coherently, which can be an essential life and future occupational skill.

Weekly Reaction Post – Readings for this course will include research papers, book chapters, and media articles. Students are expected to complete weekly posts on a discussion board in Canvas to respond to readings and topics assigned for that week, **in advance of Monday**

discussion, due on Saturday by noon (12pm). When you complete your weekly reading, submit a brief (i.e., ~ 2 paragraphs) reaction that can include: critically evaluating the reading based on your understanding of concepts and research methods, personally connecting with the reading or how you have observed those phenomena apply in daily life, or a response to another student's reaction post that furthers the discussion. It is not enough to write "I found XYZ interesting" without explaining the because, e.g., *why* it was interesting, or *what it elicited* from you in terms of reaction, or *how* it changed your thinking, etc. **Each post must also include at least one question so that discussion co-leaders can utilize to facilitate discussion.** The purpose of reaction posts is to practice using writing to synthesize and express your ideas in a frequent and low-stakes manner. If you have additional ideas of how you want to "react" to the readings (e.g., submitting a creative work instead of reflective writing), you may check in with me and submit the approved alternative.

Discussion Co-Leading – During Monday classes, we will have a student-led discussion about the readings assigned for that class. Students will pair up and sign up in advance to co-lead discussion. Facilitators will provide a brief overview of the readings, prepare a number of open-ended questions to stimulate discussion, and facilitate contributions from other classmates. Facilitators may provide a one-page handout for the class, and/or a limited number of slides to highlight key figures and points of discussion. Leaders are welcome to be creative in how they want to facilitate discussion, including bringing in other materials relevant to the readings or topics, or soliciting alternative ways for classmates to participate rather than large class discussion (e.g., time in breakout rooms, contributing via writing, polls, artwork, etc.).

Film/Show Analysis – For this project, you will watch a film/show or other form of media that shows a meaningful therapeutic encounter between patient and therapist, looking for concepts and issues discussed in class. You will analyze the therapy portrayed, highlighting components that appear evidence-based as well as components that do not. More details about this project will be given in class.

Pseudopatient Case: Presentation and Report Paper – Over the course of the semester, you will develop a pseudopatient narrative, involving a fictitious patient with a diagnosable clinical disorder, description of their course of treatment using an evidence-based therapy, and the progression of their symptoms. You will give a class presentation about your pseudopatient case which can take the form of a clinical case presentation, where you describe the pseudopatient's symptoms, progress in therapy, and outcomes; or, you can demonstrate one particular treatment strategy or skill by roleplaying the part of the patient and enlisting a classmate to roleplay the therapist. You will also turn in a final paper writing up the course of treatment as a mock case study report. More details about this project will be given in class.

Course Assessment

In this course, we will utilize a grading contract, which is a cooperative agreement between instructor and students. A grading contract is an effort in anti-bias and anti-racist (ABAR) educational practices that considers labor as a perhaps more equitable measure than traditional classroom assessment methods which have been developed in White supremacy culture. This grading contract is designed to be a more just and fair means of student assessment, which emphasizes student effort and engagement.

Grading Contract Overview

You will earn a B- in this class for meeting basic course expectations. Your grade will increase if you go above and beyond these expectations, and your grade will decrease if you do not meet these expectations. The expectations for the course are:

- Turn in at least 10 out of 12 complete weekly reaction posts. Posts are considered complete when turned in by 12 midnight on Fridays, reflect on the readings, and include questions (described above). There are no makeup posts.
- Co-facilitate discussion on the day you signed up to do so.
- Turn in a complete film/media analysis by the due date.
- Give a complete final presentation on the day you signed up to do so.
- Turn in a complete report paper by the due date.

For each required assignment you do not successfully complete (meaning it is late or incomplete or unsubmitted), your grade will be reduced by 1/3 of a letter grade (e.g., 1 missed assignment = C+; 2 missed assignments = C).

Earning A Grade Higher than a B-

If you would like to earn a grade higher than a B-, you can improve your grade by engaging in additional effort or labor than is required by the contract above. Each extended effort below is worth 1/3 of a letter grade, so if you successfully complete 4 additional efforts, you will finish with an A. Here are the extended efforts that you can utilize to demonstrate that you are exceeding basic course expectations:

- **Engagement** – Attending at least 13 of the 15 Monday class discussion sessions, staying present and engaged for the entire class period, as demonstrated by contributing to the class in the form of questions, discussion input, demonstrating openness and respect for others' experiences.
- **Full Reaction Posts** – Turning in 12/12 complete weekly reaction posts.
- **Incorporating additional creativity and outside sources in leading discussion** – The standard for discussion leading is described above where you are expected to provide an overview and facilitate a verbal discussion on the readings of the week. You can choose to go beyond the basic requirements by integrating other sources and facilitating lively engagement through creative alternative methods.
- **Additional Discussion Leading during Weeks 12, 13, 14** – Signing up to and leading an extra session of discussion.
- **Exceptional film analysis** – Turning in a film analysis that exceeds assignment expectations. This likely involves checking in during office hours or Wednesday work times to discuss your ongoing analysis, integrating feedback, and workshopping collaboratively prior to your final product.
- **Exceptional presentation** – Giving a presentation that exceeds assignment expectations. Same parameters as above.
- **Exceptional case report paper** – Turning in a case report paper that exceeds assignment expectations. In addition to the same parameters above, this likely involves turning in an earlier draft for feedback.
- **Do you have a suggestion of an additional effort that you conceptualize as non-traditional course assessment that you would like to propose?**

University of San Francisco Policies & Resources

Academic Integrity

As a Jesuit institution committed to cura personalis—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online <http://.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement are encouraged when done respectfully and in the spirit of academic discourse. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Center for Academic and Student Achievement (CASA)

All USF students are assigned an academic success coach who will be present throughout your time at the University to help you achieve your academic goals. There is a communication system in place that allows me to reach out to your coach when I have concerns about how you are doing in the class. I will plan to engage in this resource early and often, given that a quick course correction early on can help you stay on track. You will also get notified when I reach out to your CASA coach; think of these contacts as opportunities for accountability, support, and reminders to help you do well.

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415-422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Confidentiality, Mandatory Reporting, and Sexual Assault

As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty members. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit the Title IX coordinator (UC 5th floor) or see many other options by visiting www.usfca.edu/studentlife/safer
- Students may speak to someone confidentially or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- Students also have the option to make a confidential written record of assault on Callisto before deciding what to do with the record (e.g., submit it, send it somewhere, or the system can hold the record until another similar record is made, etc.). To find out more about reporting sexual assault at USF, visit USF's Callisto website at: www.usfca.callistocampus.org

Learning, Writing, and Speaking Center

Provides individualized support to assist you in better understanding course material and support your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps you develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center prepares you for public speaking—including speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact the centers to learn more about communicating with professors and general academic study skills. Location: Lower Level of Gleeson Library (G03). Contact Info: (415) 422-6713 or visit: myusf.usfca.edu/lwsc

Counseling and Psychological Services

A diverse staff offers brief individual, couple, and group counseling to USF students. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Telephone consultation through CAPS After Hours is available Monday – Friday from 5:00 PM to 8:30 AM, 24 hours during weekends and holidays; call the above number and press 2. Further information can be found at <https://myusf.usfca.edu/student-health-safety/caps>

Intercollegiate Student Competitors

USF's policy regarding intercollegiate student competitors is as follows: "Students, when representing the University of San Francisco in intercollegiate competition (e.g., athletics, debates, etc.) shall be excused from classes on the hours or days such competition takes them away from classes...However, such students shall be responsible for advising their professors regarding anticipated absences and arranging to complete class work for classes and/or examinations that are missed." Furthermore, the Athletics Dept. requires each student-athlete to submit a letter from the Athletics Department before they depart for an away game or match. This letter is generated specifically for those dates and is signed by the head coach. If the student-athlete does not submit the letter to the professor prior to the date(s) they will be absent, they should not be officially excused. What this means is that students in this class are required to notify the professor in advance of all anticipated absences from class due to obligations in which the student is representing USF in intercollegiate competition. If the student is an athlete, this notification shall be accompanied by an official letter from the Athletics Department, signed by the student's head coach. Furthermore, it is entirely the student's responsibility, in these instances, to determine (from a fellow student or from the professor during office hours) what material/exercises/assignments they may have missed during their absence. As per USF policy, the professor will excuse absences as described above; however, students will be expected to complete make-up work, where appropriate and as assigned by the professor, in a timely manner. Failure to comply with these policies and procedures will result in a lower grade in this course.

Tentative Schedule of Topics and Dates (subject to change)

Text: Beck, J. S. (2011). *Cognitive Therapy: Basics and Beyond (2nd Ed.)*. New York: Guilford Press.

Assignments and dates are also posted to Canvas. Additional readings are posted to Canvas and accompany most weeks.

January:

- Week 1:** **Jan 25 & 27: Welcome and Orientation**
M – 25: *Classes/Late registration begin*
 Syllabus review, orienting to learning environment
W – 27
 What is a case of depression? Week 1 reading due today
- FYI Friday 1/29: Late registration ends/Last day to add a class***

February:

- Week 2:** **Feb 1 & 3: What is evidence-based therapy?**
 Canvas readings
 Reaction Post 1 due Saturday 1/30 by noon (12pm)
- Week 3:** **Feb 8 & 10: How do we measure success or outcomes in therapy?**
 Canvas readings
 Reaction Post 2 due Saturday 2/6 by noon (12pm)
- Week 4:** **Feb 15 – no class Presidents’ Day holiday**
- Feb 17 – Introduction to Cognitive Behavior Therapy**
 Beck (2011) text: Chapters 1-3
 Reaction Post 3 due Saturday 2/13 by noon (12pm)
- Week 5:** **Feb 22 & 24: Clinical Assessment and Treatment Planning**
 Beck (2011) text: Chapters 4, 5, and 19
 Reaction Post 4 due Saturday 2/20 by noon (12pm)

March:

- Week 6:** **Mar 1 & 3 – Behavioral Activation**
 Beck (2011) text: Chapter 6
 Reaction Post 5 due Saturday 2/27 by noon (12pm)
- Week 7:** **Mar 8 & 10 – Structuring Sessions**
 Beck (2011) text: Chapter 7, 8, and 17
 Reaction Post 6 due Saturday 3/6 by noon (12pm)
- Week 8:** **Spring Break no classes**
- Week 9:** **Mar 22 & 24 – Cognitive Restructuring**
 Beck (2011) text: Chapter 9 – 12
 Reaction Post 7 due Saturday 3/20 by noon (12pm)
- Week 10:** **Mar 29 & 31 – Identifying and Modifying Intermediate and Core Beliefs**

Beck (2011) text; Chapter 14 & 15
Reaction Post 8 due Saturday 3/27 by noon (12pm)

April:

Week 11: **April 5 & 7** – Additional CBT Techniques
Beck (2011) text: Chapter 15 and 16
Reaction Post 9 due Saturday 4/3 by noon (12pm)

Week 12: **April 12 (*Last day to drop courses or withdraw*) and April 14** – Termination and Relapse Prevention
Beck (2011) text: Chapter 18
Reaction Post 10 due Saturday 4/10 by noon (12pm)

Week 13: **April 19 & 21** Exposure Therapy for Anxiety
Canvas readings
Reaction Post 11 due Saturday 4/17 by noon (12pm)

Week 14: **April 26 & 28** Class Choice of Disorder and Treatment
Canvas readings
Reaction Post 12 due Saturday 4/24 by noon (12pm)

May:

Week 15: **May 3 & 5** – Class Presentations

Week 16: **May 10 & 12** – Class Presentations