Course Description:
This course is designed to examine current issues relevant to evidence-based practice in psychology (EBP) for children and families, namely the enterprise of intervention science. Most topics in mental health are neither as consequential nor as controversial as evidence-based practices. For students being trained as psychologists, in particular, clinical psychologists, knowing what constitutes EBPP and understanding how to evaluate and utilize established and new treatment evidence are core training objectives. This course also introduces students to some basic, yet core intervention skills that are part of conducting child and family intervention.

Course objectives:
This course has three objectives:
- To provide a survey of evidence based assessments (EBA) and primarily treatments (EBTs) for children and families
- To familiarize students with the methods by which EBTs are developed, empirically evaluated, and disseminated in community settings
- To expose students to basic child and family intervention techniques and methods.

Student goals:
1) Familiarity with a range of evidence based treatments (EBTs) for children and families to address parenting problems, depression, substance abuse, and other problems;
2) A solid review of the empirical and clinical literature on effective interventions for children and families;
3) A critical perspective on the state of knowledge and the limits of current research;
4) Understanding of the processes by which EBTs are developed and the methodologies employed for evaluating interventions, including efficacy and effectiveness trials
5) An understanding of the state of the field with respect to implementation science (the process by which EBTs are disseminated in community settings once they have been found to be effective)
6) Exposure to basic clinical skills necessary for working with children and families.

We are fortunate to have leading intervention researchers here in Eugene. As such, many of our weekly meetings will consist of instructor lectures, guest speaker presentations and accompanying discussion, and student presentations. Speakers this term will include:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Guest Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/1</td>
<td>No Meeting</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | 4/8  | Course Introduction  
Evidence Based Practice: History, Review, and Children |                |
### Course Requirements:

1. **Attendance and participation in class discussions (20% of grade).** You are expected to come to class prepared, and to participate in class discussions each week. In order to facilitate this, the Monday evening prior to class you will email a 1 paragraph summary of or reaction to each assigned reading, as well as a thoughtful question (or more) to the instructor and class facilitator. All class readings will be posted on Blackboard.
2. **Guest facilitation (30% of grade):** Each week, one or two of you will be assigned to a speaker to serve as “facilitator.” In this role you will be responsible for the following:
   
a. As facilitator, you will utilize your search skills to identify systematic reviews and/or meta-analyses that have been conducted in the guest’s area of research. You will assign one of these key papers to the class.
   
b. Prepare a powerpoint presentation summarizing the key issues related to your additional search on our presenter’s topic (i.e., summarize issues pertinent to the target population, disorder, competing interventions, best practices, identified mechanisms of change, etc.). Depending on the timing of our presenter, this presentation will either be prior to or after the guest presentation (approximately 20 minutes).
   
c. Prepare to help lead discussion based on a close reading of the assigned readings and consideration of the class’s questions. This additional preparation will help make the facilitators on any given week our “resident experts” who can then spur discussion.

3. **Evidence-based treatment (EBT) write-up and presentation. (40% of grade):** You will select an intervention domain of your choosing (with instructor approval by 4/29) to investigate. The goal will be to characterize the intervention domain, what is considered best-practices and promising practices, critique the strength of the evidence, identify several (approximately 3) well-designed interventions, and present on clinical trials that you believe provide strong scientific evidence that either supports or refutes a specific intervention strategy (e.g., school-based programs for conduct problems). Finally, identify the child/family EBT (not already covered) that you feel is the “gold-standard” for this domain. Be prepared to discuss with the class: the mental health domain, the specific studies; their central design strengths and/or flaws/limitations; summarize what you believe comprises the “best-practices” or “best-evidence” in this domain.
   
a. Write-up:
      
i. The EBT and corresponding disorder must be described in detail.
   
      ii. You must include at least 8 references, including at least 4 papers published in peer reviewed scientific journals specifically focusing on outcomes from the EBT evaluation.
   
      iii. The outcomes studies you summarize must include treatment vs. comparison groups. Randomized control trials are preferable but you may also summarize evaluation studies that employ a quasi-experimental design.
   
      iv. For each evaluation study, you must include (1) summary of methods; 2) summary of findings, 3) strengths and weaknesses of the research from your perspective
   
      v. In addition to your summary, you will make a copy of the first page of each article you use (abstract) and turn in with the review.
   
      vi. The summary must be 4-6 pages
   
      vii. The written review is due at the beginning of class at week 9 of the term.
   
b. Presentation:
      
i. Presentations will be made during weeks 9 and 10.
   
      ii. Each student will present for approximately 30’, covering the same material in their written summaries

4. **Skills (10% of grade):** The goal for skills training is exposure to child and family assessment and intervention techniques. As this is not intended to be a “how-to” class, there is no formal evaluation attached to this component of the course. However, because these are important skills, I am available to meet with you individually to review and discuss your experience and performance with the skills covered in class, e.g., reviewing your video-taped completion of an ASQ assessment with a dyad.
Grading:
Grades will be computed on a standard scale, 90% or more = A, 80-89% = B, 70-79% = C, etc.

Support for students:
If you have a documented disability and anticipate needing accommodations in this course please make an appointment with the instructor during the first week of the term. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. The current counselor is Hilary Gerdes at 346-3211. Disabilities include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

Required Readings:
.pdfs of assigned papers will be posted on the course Blackboard site.

Recommended for your library (but not required to buy):


Reading Assignments:

For Week 2:

For Week 3:
For Week 4:

  
  www.agesandstages.com

Optional


For Week 5:


For Week 6:


Optional


For Week 7:

For Week 8:

- Optional

For Week 9:


For Week 10: