

<b>Course Code</b>	HP4104
<b>Course Title</b>	Evidence-based Practice in Clinical Psychology
<b>Pre-requisites</b>	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research HP2700 Abnormal Psychology
<b>No of AUs</b>	4 AUs

### Course Aims

This course aims to outline how best available research is integrated with clinical expertise in the context of patient characteristics, culture and preference to achieve evidence-based practice in clinical psychology. The course covers empirically supported treatments for major mental health conditions and examines elements of effective therapy relationships as well as effective methods of adapting treatment to the individual patient. This course encourages a critical stance when considering the empirical status of treatment models and their clinical applications and provides hands-on experience in adopting elements of a therapeutic psychotherapy relationship.

### Intended Learning Outcomes (ILO)

Upon completion of this course, you should be able to:

1. Explain the rationale for and apply the Evidence-based Practice in Clinical Psychology (EBPP) framework in adapting psychological interventions to the individual by integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preference.
2. Evaluate the research methodologies in which treatments and psychotherapy relationship factors are identified.
3. Describe and apply evidence-based psychotherapy relationship factors.
4. Describe and demonstrate basic evidence-based approaches for the assessment and treatment of mood and anxiety disorders.

### Course Content

- Global burden of mental illnesses
- Overview of mental health issues and services in Singapore
- Methodological limitations of the Empirically Supported Treatments (ESTs) approach
- Pros and cons of categorical mental health classification systems
- Rationale and framework for Evidence-based Practice in Clinical Psychology (EBPP)
- Approaches to the assessment and treatment of mood disorders
- Approaches to the assessment and treatment of anxiety disorders
- Evidence-based psychotherapy relationship factors

**Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Final Examination	ILO 1-4	Competence	40%	Individual
2. Individual Case Report	ILO 1 ILO3 ILO4	Communication Competence	30%	Individual
3. Group Presentation	ILO 1 ILO3	Communication Competence Creativity	20%	Team
4. Class Participation	ILO 1-4	Communication	10%	Individual
Total			100%	

**Formative feedback**

1. Verbal feedback during in-class discussions on the individual case report and the group presentation.
2. Written summative group feedback via NTULearn on the examination following the conclusion of the module.

**Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning outcomes?
Seminar	Interactive lectures on each topic will introduce you to the relevant concepts and issues, allow you to ask questions, and stimulate discussion on practical concerns.
Individual Case Report	You will have the opportunity to develop independence and confidence in applying concepts learnt to a case study and presenting this information in logical flow.
Group Project and Presentation	Team learning will allow you to pool individual strengths, collate and exchange ideas, consider others' perspectives, and appreciate team work in applying theoretical knowledge to clinical populations. You will also demonstrate intervention skills, requiring you to gain knowledge and skills through experiential learning.
Class Participation	Attending all seminars will ensure that you are equipped with essential concepts and tools to complete your group project and individual case study. You are also expected to engage in role-plays, class discussions and provide feedback to your classmates' group project presentations to deepen your understanding.
Exam	Examines students' competence and ability to think critically about concepts and issues learned during class.

**Reading and References**

- Barlow DH (2014). Clinical Handbook of Psychological Disorders, Fifth Edition: A Step-by-Step Treatment Manual. The Guilford Press.
- Duncan BL et al. (2010). The Heart and Soul of Change, Second Edition: Delivering What Works in Therapy. American Psychological Association.
- Groth-Marnat G & Jordan Wright A (2016). Handbook of Psychological Assessment, Sixth Edition. Wiley.
- Norcross JC (2011). Psychotherapy Relationships That Work: Evidence-Based Responsiveness. Oxford University Press.
- Additional journal articles will be uploaded on NTULearn each week.

### Course Policies and Student Responsibilities

#### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

#### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	Overview of Mental Health and the Practice of Clinical Psychology	1	Journal articles, class discussion
Week 2	Evidence-based Practice in Clinical Psychology I – Research Methodology	1, 2	Journal articles, group discussion
Week 3	Evidence-based Practice in Clinical Psychology II – Classification Systems	1, 2	Journal articles, group discussion
Week 4	Evidence-based Practice in Clinical Psychology III – A Practice Framework	1, 2	Journal articles, group discussion

Week 5	Psychological Assessment	1, 3, 4	Groth-Marnat & Jordan Wright (2016), group discussions, role-plays
Week 6	Treating Anxiety Disorders	1, 2, 4	Barlow (2014), journal articles, group discussion, role-plays
Week 7	Treating Mood Disorders	1, 2, 4	Barlow (2014), journal articles, group discussion, role-plays
Recess Week			
Week 8	Psychotherapy Relationships that Work	1, 2, 3	Norcross (2011), Duncan et al (2010), role-plays
Week 9	Practice-based Evidence	1, 2, 3	Journal articles, group discussion
Week 10	Field Trip	1-4	Experiential learning, class discussion
Week 11	Group Presentation	1-4	Group presentations, class discussion
Week 12	Group Presentation	1-4	Group presentations, class discussion
Week 13	Wrapping up	1-4	Class feedback