PSYC 6313.001 Evidence Based Practice
Fall 2026
Class Meeting: Thursday 10:00am-12:45pm HPR 253
Office Hours: Monday 10:30am-1:30pm & by appointment
Instructor: Olga Berkout, Ph.D. Associate Professor| **Office**: HPR 219| **Phone:** 903-566-7341| oberkout@uttyler.edu (**best way to reach me**)

Course Catalog Description

PSYC 6313: Evidence Based Practice (3 hours) Overview of evidence-based interventions and considerations in their application. Students will integrate case conceptualization and application of empirically supported approaches with consideration of factors important for successful implementation, such as client culture and context. Role plays will be used to develop skills throughout the course. Advanced coverage of intervention theories and models.

Student Learning Outcomes: Students will integrate case conceptualization and treatment, understand evidence-based practice across psychological difficulties, and demonstrate effective application of intervention techniques, cognitive strategies, and behavior management.

Required Readings:
Barlow, D.H. (2021). *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual, 6th Edition.* Guilford.

Accessible at: https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=6637368

Article readings as listed on course schedule below, available on Canvas.

NOTE: A student at UT Tyler is not under any obligation to purchase a textbook from a university- affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Structure and Instructor Expectations

In this course, class time is largely comprised of lectures, activities, and discussions. You should come to class prepared to discuss assigned readings and to be actively involved in your own learning, by asking questions and being engaged in class activities.

Requirements/Grading

Please check course announcements regularly for any changes in schedule, assignments, or requirements.

Exams: (48%) Students will take three exams over the course of this class. Students should prepare for the exams by reviewing class readings, lecture slides, and notes.

Attendance (11%) Students are expected to attend class barring unexpected circumstances outside student control, such as illness, car accident, or death in the family. Scheduled work obligations or planned vacation are not considered to be unexpected circumstances outside student control. Students are expected to arrive on time, remain for the duration of the class period, and engage with the class material.

Reflections (6%) Students will respond to prompts with a brief reflection.

Paper Assignment 1 (17%) Students will write a paper on a topic issue relevant to evidence-based practice. Further detail is available on Canvas.

Paper Assignment 2 (18%) Students will receive feedback on Paper Assignment 1 to be addressed for Paper Assignment 2. Further detail is available on Canvas.

Grades:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below
Rounding is done following mathematical convention, 89.5 would be rounded to a 90, 89.4 to an 89.

Tentative Course Schedule (please check course announcements for any changes)

	Topic	Readings/Assignments.
Week 1: 8/27	Evidence-Based Practice	Tolin et al., 2015
Week 2: 9/3	Behavior Management and Basic Behavioral Principles	
Week 3: 9/10	Behavior Management and Youth Behavior Difficulties	**Reflection #1 due** Stefan & Schonbrodt, 2023 Weisenmuller & Hilton, 2021
Week 4: 9/17	Behavior Management and Behavioral Activation for Depression	Chapter 9
Week 5: 9/24	**Exam 1**	
Week 6: 10/1	Basic Principles of Cognitive Restructuring	Ezawa & Hollon, 2023
Week 7: 10/8	Exposure for Panic Disorder & Agoraphobia	**Reflection #2 due** Chapter 1

		Schleider 2023
Week 8: 10/15	Exposure and Response Prevention for OCD	Chapter 4 **Paper Assignment 1 due**
Week 9: 10/22	Treatment of Eating Disorders	Chapter 18
Week 10: 10/29	**Exam 2**	
Week 11: 11/5	Acceptance and Commitment Therapy	Levin et al 2024
Week 12: 11/12	Dialectical Behavior Therapy	**Reflection #3 due** Chapter 10
Week 13: 11/19	Enhancing Motivation	Cole et al 2023
Week 14: 11/23-27	**Fall Break**	
Week 15: 12/3	Unified Protocol for Emotional Disorders	Chapter 6 **Paper Assignment 2 due**
Week 16: 12/10	**Exam 3**	

Cole, S. A., Sannidhi, D., Jadotte, Y. T., & Rozanski, A. (2023). Using motivational interviewing and brief action planning for adopting and maintaining positive health behaviors. *Progress in Cardiovascular Diseases*, *77*, 86–94. https://doi.org/10.1016/j.pcad.2023.02.003

Ezawa, I. D., & Hollon, S. D. (2023). Cognitive restructuring and psychotherapy outcome: A meta-analytic review. *Psychotherapy*, *60*(3), 396–406. https://doi.org/10.1037/pst0000474

Levin, M. E., Krafft, J., & Twohig, M. P. (2024). An overview of research on Acceptance and Commitment Therapy. *The Psychiatric clinics of North America*, *47*(2), 419–431. https://doi.org/10.1016/j.psc.2024.02.007

Schleider, J. L. (2023). The fundamental need for lived experience perspectives in developing and evaluating psychotherapies. *Journal of Consulting and Clinical Psychology*, *91*(3), 119-121. https://doi.org/10.31234/osf.io/nh5sk

Stefan, A. M., & Schönbrodt, F. D. (2023). Big little lies: A compendium and simulation of p-hacking strategies. *Royal Society Open Science, 10*(2). https://doi.org/10.1098/rsos.220346

Tolin, D. F., McKay, D., Forman, E. M., Klonsky, E. D., & Thombs, B. D. (2015). Empirically supported treatment: Recommendations for a new Model. *Clinical Psychology: Science and Practice*, *22*(4), 317–338. Portico. https://doi.org/10.1111/cpsp.12122

Weisenmuller, C., & Hilton, D. (2021). Barriers to access, implementation, and utilization of parenting interventions: Considerations for research and clinical applications. *American Psychologist*, *76*(1), 104–115. https://doi.org/10.1037/amp0000613

University Policies

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Artificial Intelligence in this Class

You may use artificial intelligence to help you brainstorm ideas and summarize information; however, writing and ideas produced must be your own. Generating entire assignments and writing without your input is not permissible. Use of artificial intelligence should be acknowledged and information reviewed for accuracy and modified. There are many examples where AI has provided inaccurate information and you are ultimately responsible for the content produced.

Missing Class and Late Work

Absences and late work are permitted with no penalty if these are due to unexpected circumstances outside of student control. These may include a number of situations, ultimately judged by the instructor, but examples of circumstances such as these include illness, death in the family, car accident, and similar. Circumstances, such as forgetting to submit work or planning a trip during class time, would generally not fall under the definition of unexpected circumstances outside student control.

Late assignments for other reasons may be accepted at instructor discretion at a minimum of 10% off per day late. Late exams are not accepted. All work must be submitted by the last day of class.

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2:** All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.
* Students who began college for the first time before 2007 are exempt from this law.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will

not be used to calculate the grade point average.
The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.
NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or

dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you.
The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php.