BEHAVIOR THERAPY - Psychology 614 - Fall, 2006

Class Times: Wednesdays 1:00 pm. to 3:45 pm, Peabody 210
Instructor: Dr. Karen Christoff (Peabody 310 D; Office Hours: MWF 11:00 - 11:30 am or by appointment pykac@olemiss.edu)

Course Prerequisites:

* Learning (PSY 505)
* Cognitive Assessment (PSY 610)
* Personality Assessment (PSY 611)

Required Textbooks


Other Required Readings (listed in the order in which they will be discussed in class)

I have not checked the links for the articles on this list for quite a while, but I assume that they still work. I will leave copies of the assigned readings in a folder in the lounge for you to copy if you cannot access them any other way.


Useful Reference Books - these are not required, but you may well want to add one or more to your collection of therapy reference materials


VanHasselt, V.B. & Hersen, M. (Eds.). (1996). *Sourcebook of psychological treatment manuals for adult disorders.* New York: Plenum. *This is similar to the Barlow book, but disorder coverage does not overlap 100%.*

Course Objectives

The primary goal of this course is to expose students to the theory and practice of behavior therapy, behavioral assessment, and empirically supported therapies in order to prepare them to begin clinical practica. At the completion of the course, students should be competent at understanding, explaining and teaching the philosophy of, the advantages and limitations of, and the techniques of a behavioral/empirical approach to therapy. Students will demonstrate proficiencies via participation in classroom discussion, test performance, and written and oral presentations.

Specific Topics (subject to revision)

X The relevance of empirically supported treatments.
X Behavioral assessment models/psychometrics
X Diagnosis
X (Behavioral) Interviewing
X Mental status exams
X Structured Clinical Interviews
X Behavioral observation/ cognitive assessment
X Psychophysiological measurement
X Muscle Relaxation
X Clinical Research Design
Self-Change Project

Each student will design and implement a self-change project. The intent of this exercise is to help you better understand principles of behavior and how to assess and attempt to alter behavior. Success in changing selected behavior(s) is unimportant for the purpose of the exercise. The project will be guided by the Watson & Tharp (WT) text, classroom discussion, and individual meetings with me. A very brief proposal for the project target(s), which includes item #1 below, is due by Sept 6 (an early date that maximizes the time for assessment and intervention). Multiple projects are an option and may be desirable for obtaining maximum credit if targets and interventions are simple and brief. An interim report, which includes items 1, 2, and 3 below plus a graph, is due Oct 11. Projects will be presented in class. A brief written summary of projects, including items 1, 2, 3, and 4 below, is due no later than Nov 29.

1. Everything suggested on WT pg. 66-68, i.e., everything described in Chapter 2.
2. Baseline
   ( data gathering method(s)
   ( problems met in data collection and how you dealt with them
   ( a graph(s) or table(s) summarizing your data
3. Intervention plan(s): techniques involving antecedents, changing behaviors, and consequences;
   1. Problems met in trying to change and how you adjusted your plan to deal with them.
   ( Steps you are taking or will take to ensure maintenance
   ( Working papers: e.g., shaping ladders, token systems, contracts. If you made changes as you went along, include sections within this description to show where changes were made; indicate changes on graphs/tables.
   ( Brief narrative on what you learned from the project, how you would proceed differently in a future effort, how you could apply what you learned to clients, etc.

Assessment & Treatment of a Clinical Disorder Using Empirically Supported Procedures

Self-selected student pairs/individuals will study the assessment and treatment of one clinical disorder from the list above. Disorders followed by ** are recommended choices; disorders followed by * are alternatives. This assignment will include: a brief review of the literature on the etiology, a detailed review of assessment of the disorder, a critical/comparative review on the treatments for the disorder, and a review and description of a validated treatment manual for the
disorder. The goal should be to develop materials that would enable a therapist to begin the assessment and treatment of the selected disorder while pointing to other resources that the therapist should look to. Students will make presentations to the class on this material and will write an APA style paper on it [except it should be single-spaced to save copy costs]. The paper will be due the day of the presentation. It should be duplicated for the entire class. Class presentations should also include unique, illustrative materials from the treatment manual or other sources; role playing of procedures is also useful. At the start of the presentation, student presenters should distribute to me and classmates 5 short essay questions based on their written work and presentation. A subset of these questions will appear on the final examination. (e.g., “Describe the similarities & differences between Barlow’s & Turner’s social phobia treatments.”) Two relevant published empirical studies, approved by me, should be distributed to each class member at the class preceding the presentation. The class should be prepared to discuss the content, the strengths, and the limitations of these papers immediately following the presentation.

Additional Assignments

Relevant papers and chapters will be assigned throughout the semester. These will be discussed in class and will appear on examinations.

Expectations and Grading

You will be expected to have actually done the readings before the meetings at which they are discussed and come to class prepared to discuss them. Each of you will need to participate in the discussion so that I can assess whether or not you have, indeed, completed the readings, and you will earn up to 3 points for your participation in each of these sessions. Each of you will be assigned some of the readings for which you will serve as discussion leader. You can handle this however you wish, but you will be responsible for getting your classmates to discuss the assigned readings for your session. You will be assigned points for your performance as discussion leader by me and your classmates. We will draw for sessions at our first meeting, and discuss the procedures at the first session. Note that while we may not always get to all of the readings on any given class day, you are still responsible for the information and all of the readings will appear on your midterm and final examinations.

Grades will be based on participation in general classroom discussion, your discussions and written reports on your self-change project (independent of its success or failure), the empirically supported treatment presentation and paper, and midterm and final examinations.

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Participation in Class Discussions</td>
<td>3 pts/class (not 9/27, 10/18, 11/15, or 11/29)</td>
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<tr>
<td>Performance as Readings Discussion Leader</td>
<td>15</td>
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<tr>
<td>SC Project (discussions &amp; reports)</td>
<td>25</td>
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<tr>
<td>Treatment presentation</td>
<td>10</td>
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<tr>
<td>Treatment paper</td>
<td>20</td>
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<tr>
<td>Midterm Examination</td>
<td>75</td>
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<tr>
<td>Final examination</td>
<td>250</td>
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<td>Total Possible Points</td>
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GRADES:  
A=225-250;  
B=200-224;  
C=175-199;  
D=150-174

Preliminary Schedule (to be adjusted during the semester) Readings for each class are listed in brackets [] for that day

Aug 23  Introduction, Principles and Attitudes of Science [Attitudes of Science; Curse of Maple, Maslow, McFall’s Manifesto and 2000 article]

Aug 29  Behavior Therapy-philosophy, history, definitions. SC Projects. [New York Times Article on ESTs; Chambliss articles, Task force on Validated Treatments 1995 & 1998 Update; WT: 1, SG: preface and chapters 1 & 2; JCCP 1 & 2]

Sept 6  Class Starts at 1:30  Science & Practice, Behavioral Assessment, Structured Interview Schedules [WT: 2,3; SG: 3,4; Hayes chapter; JCCP Child] SC Project Proposal Due

Sept 13  Behavioral Assessment [WT: 4,5,6; SG: 5; DSM paper - Annual Rev of Psych; JCCP Adult]

Sept 20  Project review [WT: 7; SG: 6,7; Sobell: Beh’l asst of & Tx planning for ETOH, tobacco & other drugs; JCCP Marital]

Sept 27  Practice SCID-I

Oct 4  Class Starts at 1:30 [WT: 8; SG: 8, 9,10; JCCP Health] Relaxation/SD

Oct 11 [JCCP Beutler / Garfield; SG: 11 & 12] [SC Interim Report Due] Validated Treatment for PTSD - Lombardo

Oct 18 MidTerm Examination [WT: 9; SG: 13]

Oct 25 [WT: 10; SG: 14, 15; JCCP Parsons & Silberschatz]

Nov 1  Class Starts at 1:30  Behavior Rehearsal; Cognitive Relabeling; Responsible Assert [SG 16; JCCP Goldfried & Wolfe / Borkovec & Castonguay ] Clinical Research Design: [Consumer Reports Study & Seligman’s Am. Psych]

Nov 8  Diversity issues in Behavior Therapy [OCD in African Americans, Cog behavioral treatment in Latinos, Diversity Readings from tBT]

Nov 15 Student Presentations

Nov 22  Thanksgiving Break

Nov 29  Student Presentations [SC Project Final Summary Due ]

Dec 7  FINAL EXAMINATION 12:00 Noon  (cannot be changed without dean’s approval)