

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

Spiegler, M.D., & Guevremont, D.C. (2003). *Contemporary Behavior Therapy* (4th Ed.). Belmont, CA: Wadsworth/Thompson Learning.

Watson, D.L. & Tharp, R.G. (2007). *Self-directed behavior: Self-modification for personal adjustment* (9th Ed.). Belmont, CA: Thompson Higher Education.

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.

McFall, R.M. (1991). Manifesto for a science of clinical psychology. *The Clinical Psychologist*, 44, 75-88. (Available at <http://seamonkey.ed.asu.edu/~horan/ced522readings/mcfall/manifesto/manifest.htm>)

McFall, R.M. (2000). Elaborate reflections on a simple manifesto. *Applied & Preventive Psychology*, 9, 5-21.

Carey, B., For Psychotherapy's Claims, Skeptics Demand Proof. (2004, August 10). *The New York Times*, pp. D1, D4.

Chambliss, D.L., Baker, M.J., Baucon, D.H., Buetler, L.E., Calhoun, K.S., Crits-Christoph, P., Daiuto, A., DeRubeis, R., Detweiler, J., Haaga, D.A., Sanderson, W.C., Shoham, V., Stickle, T., Williams, D.A., & Woody, S.R. (1988). Update on Empirically Validated Therapies, II. *the Clinical Psychologist*, 51(1), 3-16. (Available for download at http://pantheon.yale.edu/~tat22/empirically_supported_treatments.htm)

Chambliss, D.L., & Ollendick, T.H. (2001). Empirically Supported Psychological Interventions: Controversies and Evidence. *Annual Review of Psychology*, 52, 685-716. (Available for download at <http://psych.annualreviews.org/cgi/content/full/52/1/685?ijkey=oHBikxLwVsbX.keytype=ref&siteid+arjournals>)

- Woody, S.R., & Sanderson, W.C. (1988). Manuals for Empirically Supported Treatments: 1998 Update. *the Clinical Psychologist*, 51(1), 17-21. (Available for download at http://pantheon.yale.edu/~tat22/empirically_supported_treatments.htm)
- Hayes, S.C., Barlow, D.H., & Nelson-Gray, R.O., (1999). *The Scientist Practitioner*. In Hayes, S.C., Barlow, D.H., & Nelson-Gray, R.O. *The Scientist Practitioner: Research and Accountability in the Age of Managed Care*. (pp. 1-28). Allyn & Bacon.
- Clark, L.A., Watson, D., & Reynolds, S. (1995). Diagnosis and classification of psychopathology: Challenges to the current system and future directions. *Annual Review of Psychology*, 46, 121-153.
- Consumer Reports* (1995). Mental health: Does therapy help? 60, 734-739.
- Seligman, M.E.P. (1995). The effectiveness of psychotherapy: The Consumer Reports study. *American Psychologist*, 50, 965-974.
- Kendall, P.C. & Chambless, D.L. (Eds.) (1998). Special section: Empirically supported psychological therapies. *Journal of Consulting and Clinical Psychology*, 66, 3-150. (The specific articles from this special edition of JCCP are listed in the schedule as JCCP and the number of the article)
- Organista, K.C. & Munoz, R.F. (1996). Cognitive behavior therapy with Latinos. *Cognitive and Behavioral Practice*, 3, 255-270.
- Hatch, M.L., Friedman, S., & Paradis, C.M. (1996). Behavioral treatment of obsessive-compulsive disorder in African Americans. *Cognitive and Behavioral Practice*, 3, 303-315.
- Miranda, J. (1993). Understanding Diversity: Introduction to a Special Edition of tBT. *The Behavior Therapist*, 16(9), 225.
- Miranda, J. & Dwyer, E.V. (1993). Cognitive Behavioral Therapy for Disadvantaged Medical Patients. *The Behavior Therapist*, 16(9), 226-228.
- Organista, K.C., Dwyer, E.V., & Azocar, F. (1993). Cognitive Behavioral Therapy with Behavioral Outpatients. *The Behavior Therapist*, 16(9), 229-233.
- Iwamasa, G.Y. (1993). Asian Americans and Cognitive Behavioral Therapy. *The Behavior Therapist*, 16(9), 233-235.
- Arean, P.A. (1993). Cognitive Behavioral Therapy with Older Adults. *The Behavior Therapist*, 16(9), 236-239.
- Hatch, M.L., & Paradis, C. (1993). Panic Disorder with Agoraphobia: A Focus on Group Treatment with African Americans. *The Behavior Therapist*, 16(9), 240-241.
- Suinn, R.M. (1993) Minority Myths and Misunderstandings: Only Twins Look Alike. *The*

Behavior Therapist, 16(9), 243-246.

Ellis, A. (1997). Using Rational Emotive Behavior Therapy Techniques to Cope With Disability. *Professional Psychology: Research and Practice*. 28(1), 17-22.

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

Barlow, D.H. (Ed.). (2001). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (3rd ed.). New York: Guilford Press. *This text provides background information and therapeutic procedures sufficient to guide treatment of twelve disorders.*

Nathan, P.E., & Gorman, J.M. (1988). *A Guide to treatments that work*. New York: Oxford University Press.

Roth, A., & Fonagy, P. (1996). *What works for whom? A critical review of psychotherapy research*. New York: The Guilford Press.

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 practice. 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

- X Cultural Diversity Considerations
- X *Empirically Supported Therapies for:*
 - § Panic & Agoraphobia**
 - X Generalized Anxiety Disorder*
 - X Depression**
 - X Couple Distress (Marital)**
- X Eating Disorders**
 - X Posttraumatic Stress Disorder
- X Obsessive Compulsive Disorder**
- X Borderline Personality Disorder*
- X Social Phobia**

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.

Participation in Class Discussions	3 pts/class (not 9/27, 10/18, 11/15, or 11/29)	30
Performance as Readings Discussion Leader (5 points each time)		15
SC Project (discussions & reports)		25
Treatment presentation		10
Treatment paper		20
Midterm Examination		75
<u>Final examination</u>		
Total Possible Points		250

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)**

