

Jackson State University
Department of Psychology
BEHAVIOR THERAPY SYLLABUS
Psychology 621
Spring, 2000

Administrative Information:

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Office Hours: By appointment
Class Time: Tuesday 6 to 9 P.M.
Class Location: Woodbridge Teaching Center
884 Lakeland Drive

Graduate Course Prerequisites:

603 Psychotherapy or Instructor Agreement

Required Textbooks:

Caballo, V.E. (1998). International handbook of cognitive and behavioural treatments for psychological disorders. Oxford: Pergamon.

Bellack, A.S. & Hersen, M. (1998). Behavioral assessment: A practical handbook (4th edition). Boston: Allyn and Bacon.

Malott, R.W., Malott, M.E., & Trojan, E.A. (2000). Elementary principles of behavior (3rd edition). Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Skinner, B.F. (1953). Science and human behavior. New York: Macmillan.

Useful Reference Books:

(not required but you should already own and is strongly recommended):

Publication manual of the American Psychological Association (4th ed.). (1994). Washington, D.C.: American Psychological Association.

(useful, if read and applied to behavior change project):

Watson, D.L. & Tharp, R.G. (1997). Self-directed behavior: Self-modification for personal adjustment (7th Ed.). Pacific Grove, CA: Brooks/Cole [ITP].

Course Objectives:

- To understand the underlying philosophy of behavioral assessment and therapy;
- To learn the elements of a functional analysis of human behavior;
- To develop professional information mastery skills;
- To learn empirically supported behavior therapy techniques;
- To gain clinical judgement in associating assessment and treatment methods with clinical problems;
- To understand the application of a hierarchical approach to meet the patient's needs through complex behavioral therapy treatment plans and
- To demonstrate acquisition through classroom participation, oral and written presentations, a behavior change project, critical reviews of the current empirical based literature, and traditional examination.

Course Requirements:

1. **Information Mastery:** Additional literature searches and reading assignments will be made since these aforementioned texts cannot encompass all the material to be covered during this semester.
2. **Written Assignments:** Typewritten (**no exceptions**) using the Publication Manual of the American Psychological Association (APA), fourth edition. Only exception is the Critical Reviews. They must be typed but there is not a requirement to follow APA format.
3. **Due Dates and Timeliness:** Completion of assigned course work **must** be completed by “**due dates**” in order to receive course credit and a grade. By specifying the consequence in advance, it is my intent to prevent tardy assignments from occurring.
4. **Behavior-Change Project:** Each graduate student will design and implement a behavior-change project. You may choose yourself or someone else for the project. A written proposal, interim report, final written report and presentation are **required** to receive **any credit** for this component of the course. The intent of this learning exercise is to enhance understanding of behavioral principles, assessment, and change. Successful target behavior change is not necessary for the purpose of the exercise. A written proposal for the project target(s) is due by **January 25**. It is critical that the proposal be **finalized** by this early date to maximize 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. The proposal format should follow the APA "Introduction," "Method" and "Reference" sections guidelines. An interim report using the APA "Introduction," "Method," "Results," and "Reference," format is due **February 22**. The interim report should include baseline and intervention information such as: data gathering method(s); problems met in data collection and how you dealt with them; a graph(s) or table(s) summarizing your data; intervention plan(s): techniques involving antecedents, changing behaviors, and consequences. The final written report is due **April 18**. The written report should include an APA "Introduction," "Method," "Results," "Discussion," and "Reference" sections with tables and/or graphs as appropriate. The discussion section should address the findings from the project and a critical evaluation of the projects' strengths and limitations, problems met in trying to change and how you adjusted your plan to deal with them, maintenance plans and strategies, 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; comment 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. The presentation should be designed as a mini grand rounds or colloquium presentation. Your time limit will be 30 minutes for presentation and 10 minutes for questions. It is **required** that you use visual aids and handouts. We will have _ of the presentations on **April 18** and _ on **April 25**. **The written components of this project should be of such high quality that it could be submitted as a single subject design publication in a reputable peer-reviewed journal. Written reports should be sent as an email attachment to my electronic address (posmith@familymed.umsmed.edu).**
5. **Seminar Presentation:** Each graduate student is responsible for a seminar on the assessment and empirically validated behavioral treatment of a clinical area of concern. Your seminar should be based on recent empirical literature. During your seminar you should provide an overview of multimodal assessment(if available) of the syndrome(s) and handouts including effective (**read: reliable and valid**) assessment tools. Your critical evaluation of the assessment and treatment literature should be included. Be prepared to describe the range of treatment methods that have been reported in the literature and their relative degrees of efficacy. Your handouts should be comprehensive such that it will be your fellow classmate's primary resource when first encountering this type of patient in a practicum or on internship. Your time limit will be 40 minutes for presentation and 20 minutes for questions. Your audience will be your class participants. It is **required** that you use visual aids and handouts (contact my office at least 3 workdays prior to presentation to reserve AV equipment).

Finally you are responsible for preparing five essay questions on your seminar topic. A subset of these questions will be utilized in the final examination. If essay questions are not turned in at the time of the presentation or are not of sufficient quality I will create the final exam questions. Topics to choose from include: anxiety disorders I (specific and social phobia, panic disorder), anxiety disorders II (OCD, PTSD, GAD), eating disorders, sleep disorders, addictive behaviors, sexual dysfunction, couples therapy, pathological gambling, mood disorders, or pain disorders. The presentations will be scheduled for 6:00 p.m. in the first hour of class. Your presentation topic corresponds with preset dates related to reading assignments.

6. **Critical Reviews:** Between **January 18** and **April 11** you will be responsible for a total of 10 critical evaluations of a recent (i.e., last 3 years) published article from a respected journal (e.g., Behavior Therapy, JCCP, JBTEP, BRAT, etc...). Choose an article related to the topic(s) being discussed in class that evening. If the topic(s) for the class is a clinical syndrome I would prefer that you select articles related to the empirically supported treatment of that syndrome versus the treatment procedure per se. Bring a hardcopy of the article with your name on the front to class for the instructor. Complete a one page concise critical review of the article. The critical review should consist of your **evaluation** of the literature review (introduction), methodology, hypothesis, assessment procedures, conclusions, etc. Do not repeat what the article says.....**EVALUATE** the components of the article. The written critical review should be forwarded to me electronically by close of business on the Monday before our class day. Be prepared to briefly discuss the article with the class, however, this will not always be requested. Each of your ten articles and critical reviews are to be on different topics. You may only prepare one article per class session and all of your articles (I repeat) must be on different topics (**read: this is not your dissertation literature review process**).
7. **Readings & Class Participation:** This course is based on an interactive format and its success is dependent upon active preparation, involvement and discussion by the graduate student. In addition, there is the goal that graduate students develop beginning behavior therapy skills with many of these interventions. Therefore, some time in class may be devoted to practicing clinical skills. It is **imperative** that you come to class **prepared** via the reading assignments and have critically considered the assignment contents. You will drive our discussions.
8. **Final Examination:** The final examination will be a take-home exam, however, it is to be completed independently of other graduate students. If there is evidence of collaborating with another classmate on this exam you will receive a failing grade. The exam will consist of essay questions focusing on the philosophical, clinical and empirical aspects of behavior therapy. You will receive the examination on **April 25**. It is to be completed and turned in on **May 4**. Notice that your exam will be completed before the typical exam week begins. Previous classes have delivered feedback indicating that this arrangement is preferred. Distribution of questions and receipt of answers will occur electronically.

Student Assessment:

[A=93-100; B=85-92; C=76-84; D=70-75]

- Behavior Change Project 20 points
- Seminar Presentation 20 points
- Critical Reviews 20 points
- Final Examination 20 points
- Class Participation 20 points

Each of these core components are important for point acquisition. Each part of the core components must be completed in order to accrue points. For example, for the Behavior Change Project, you will receive points based upon the proposal, interim report, final written report and presentation. If any one part is not completed you will not receive credit for this core component of this course. If you focus on consistently working week by week you will learn a tremendous amount and systematically accrue points toward a satisfying grade. If you procrastinate and lose opportunities for point accrual, your learning opportunities will dwindle and your grade satisfaction will plummet. Every week you should read the assignments, be prepared for discussion, participate in discussion, review an article, and accomplish some reasonable

component towards the behavior change project and seminar presentation. If you follow this guideline you will be very proud of your work and this body of work will serve you very well in future career.

Course Genesis and Assessment:

This course was originally derived from reviewing Behavior Therapy syllabi from six APA-approved clinical psychology programs. The programs were solid training programs which are not ranked the best or the worst in the United States. The course components are a synthesis of these reviewed syllabi. This course workload is typical in comparison to those being used around the country. This will be the third year I have taught the course. Slight changes were made in response to student feedback over the first two years. This syllabus is an ongoing evolving process that can only be made better with your input. You will be asked to provide feedback on specific course components. Thus, you have the opportunity to enhance the potential learning experience for your junior colleagues and help in developing your clinical psychology program.

Course Schedule

January 11 Introduction, Syllabus Review, and Science of Human Behavior Readings

Skinner: Section I

January 18 Principles of Science & Behavior Therapy Topics: philosophy, history, ethics Readings

Science Handouts

Skinner: Section I-II

Malott: Chapters 1, 2, & 3

Critical Review Opportunity

January 25 Science of Human Behavior. Readings

Skinner: Section II, III, IV, V, & VI

Malott: Chapters 4 & 5

Behavior Change Written Proposal Deadline

Seminar Presentation Opportunity:_____

Critical Review Opportunity

February 1 Behavioral Assessment

Readings

Bellack & Hersen: Part I; Part II chapters 4,5, & 6

Malott: Chapters 6, 7, & 8

Seminar Presentation Opportunity:_____

Critical Review Opportunity

February 8 Behavioral Assessment

Readings

Bellack & Hersen: Part II chapters, 7, 8, & 20

Malott: Chapters 9, 10, & 11

Seminar Presentation Opportunity:_____

Critical Review Opportunity

February 15 Empirically Supported Treatments

Readings

Empirically Supported Treatment Handouts

Malott: Chapters 12, 13, & 14

Critical Review Opportunity**February 22 Anxiety Disorders I****Readings**

Caballo: Chapters 1-4

Bellack & Hersen: Part III, Chapter 9

Malott: Chapters 15, 16, 17, & 18

Behavior Change Interim Report Deadline

Seminar Presentation Opportunity: _____

Critical Review Opportunity**February 29 Anxiety Disorders II****Readings**

Caballo: Chapters 5-8

Bellack & Hersen: Part III, Chapter 9

Malott: Chapters 19, 20, & 21

Seminar Presentation Opportunity: _____

Critical Review Opportunity**March 7 Holiday****March 14 Mood Disturbances****Readings**

Caballo: Chapters 15-17

Bellack & Hersen: Part III, Chapter 10

Malott: Chapters 22, 23, & 24

Seminar Presentation Opportunity: _____

Critical Review Opportunity**March 21 Sexual Dysfunctions****Readings**

Caballo: Chapters 9 and 10

Bellack & Hersen: Part III, Chapter 15

Malott: Chapters 25, 26, 27, & 28

Seminar Presentation Opportunity: _____

Critical Review Opportunity**March 28 Addictive Behaviors****Readings**

Addictive Behavior Handouts

Bellack & Hersen: Part III, Chapter 13

Marlott: Chapters 29 & 30

Seminar Presentation Opportunity: _____

Critical Review Opportunity

- April 4** **Pain Disorders**
Readings
 Pain Disorders Handouts
 Bellack & Hersen: Part III, Chapter 12
Seminar Presentation Opportunity: _____
Critical Review Opportunity
- April 11** **Couples Therapy**
Readings
 Couples Therapy Handouts
 Bellack & Hersen: Part III, Chapter 14
Seminar Presentation Opportunity: _____
Critical Review Opportunity
- April 18** **Eating Disorders**
Readings
 Caballo: Chapter 12
 Eating Disorders Handouts
Seminar Presentation Opportunity: _____
Behavior Change Written Reports Deadline
Behavior Change Presentations (4)
- April 25** **Sleep Disturbances**
Readings
 Sleep Disturbances Handouts
Seminar Presentation Opportunity: _____
Behavior Change Presentations (3)
Final Examination Distributed
- May 4** **Final Examination Due Date**

May 15 Grades turned in