ADULT BEHAVIOR THERAPY
(PSYC 351)
Spring 2012

Instructor: Kelly Rohan, Ph.D.
Meeting Time: Mondays 9:15 am – 12:00 pm
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door is open

I. Course Description and Goals

This course introduces the student to the theory and practice of behavior therapy and cognitive-behavioral therapy with adults. This course will focus on a wide variety of DSM-IV disorders and psychological problems, including the anxiety disorders (panic disorder, social anxiety disorder, posttraumatic stress disorder, obsessive-compulsive disorder, and generalized anxiety disorder), mood disorders (major depression and bipolar disorder), eating disorders, marital/couple discord, personality disorders, psychotic behavior, and substance-related disorders. The strong scientist-practitioner emphasis behind behavioral and cognitive-behavioral approaches, including affect regulation, will be highlighted, and students will learn about the current empirical status of the field.

This course, in itself, does not qualify students as cognitive-behavioral therapists. Instead, it will provide an academic background for other necessary training experiences, including an organized series of supervised clinical practica and other advanced training opportunities. This course should be viewed as an overview and beginning step in developing your competence as a cognitive-behavioral therapist. Although many of our discussions will be relevant to health problems, we will primarily focus on cognitive-behavioral interventions for psychological problems and disorders. To learn about cognitive-behavioral approaches to treating physical health problems, students are strongly encouraged to take Health Psychology (PSYC 369).

Objectives for this course include an increased understanding of and the ability to critically evaluate:

a. The history, philosophy, and principles of behavioral and cognitive-behavioral therapy.

b. Behavioral and cognitive-behavioral case conceptualization and assessment techniques.


d. The empirical literature regarding behavioral and cognitive-behavioral treatments for adults.
II. Required Texts and Selected Readings


(This text presents a detailed account of the actual behavioral and cognitive-behavioral treatment protocols used in treating and assessing specific problems. Written by psychotherapy experts, this text answers the question, “But how do I do it?”)


(Dr. Beck reviews the fundamentals of cognitive therapy including cognitive case conceptualization, structuring therapy sessions, identifying problems, and challenging cognitions).

**Required Selected Readings:** Additional required readings will be assigned for each topic area. Most of these readings will provide a description of a cognitive-behavioral theory or treatment that is not focused on in your textbook chapters. Others will be review articles that summarize the empirical status of behavioral and cognitive-behavioral treatments for specific problems. These additional required readings will be made available to students at least 1 week before the scheduled class meeting. If available, PDF copies of readings will be emailed to students. Otherwise, a master copy of these readings will be placed in 208 Dewey for students to photocopy. Dr. Rohan will email the class a final copy of the course syllabus, including the complete list of assigned readings, at the end of the semester.

III. Course Format

A combination of didactic lecture and seminar formats will be employed during our class meetings. Accordingly, some of our class time will be devoted to informal lecture (with questions and comments welcome) and some class time will consist of seminar discussion. Students may have opportunities to practice applying the empirically-validated, manual-based, cognitive-behavioral treatments that we discuss in class through in vivo training exercises. Videotaped or audiotaped demonstrations by experts, role-plays, improvisation, discussion, and processing may also be incorporated as training tools.

IV. Class Participation and Attendance

This course, as a whole, will be interactive, and its success is dependent upon active preparation, involvement, and discussion by the students. Given that a large portion of the course will be taught in seminar format, students are expected to complete the assigned readings and to come to class prepared to discuss them. Students will be asked to respond to questions that have arisen from the readings. This is your
opportunity to share your reactions and thoughts about the readings. Students are expected to attend all class meetings and participate fully.

If a student must miss a class meeting due to an illness, emergency, or Department-approved travel; the student should contact Dr. Rohan in advance. If a student misses a class meeting, compose a reflection paper that demonstrates critical thinking and integration across the various readings assigned for the missed class. Reflection papers should be no more than 2 double-spaced, typed pages in length, and submitted in hard copy to Dr. Rohan by no later than the next class meeting. Extensions on assignments will be permitted only in the case of a documented medical or family emergency with the period of extension determined on a case-by-case basis.

**Feature Research Article Presentations:** In addition to the required readings (i.e., textbook chapters and required selected articles, described above), students will take turns reading and outlining additional research articles at a rate of approximately one extra article every other class meeting once we begin covering the disorders. The idea behind this is to keep the reading load down for all students while keeping all students informed about current research in the field. These research articles will supplement the breadth of the textbook readings with an in-depth look at recently published studies in the literature. These studies may examine the efficacy of behavioral and cognitive-behavioral treatments for a specific problem, the hypothesized mechanism of action underlying a certain treatment, or one of the theories we are learning about. Where available, meta-analyses may also be included to summarize the empirical status of behavioral and cognitive-behavioral treatments for specific problems. These research articles will be selected, assigned to specific students (in alphabetical order by last name), and made available to all students in the course at least 1 week before the scheduled class meeting. If available, PDF copies of readings will be emailed to students. Otherwise, a master copy of these research articles will be placed in 208 Dewey for students to photocopy. The assigned student should (1) prepare a brief typed outline of the article’s research question, methods, results, and implications; (2) bring copies of the outline to class for everyone; (3) be prepared to verbally summarize the article in class; and (4) generate a couple of relevant discussion questions and lead a discussion about the article. This should be informal (no Power Points). This will be considered as part of your class participation.

**V. Case Conceptualization Presentations**

Each student will give one formal in-class presentation of a clinical case. The purpose of this exercise is to practice your case conceptualization skills from a behavioral/cognitive-behavioral perspective. The case can be either a patient you have evaluated/treated in a practicum experience or a written case description provided by Dr. Rohan. If you are using a patient of your own, provide Dr. Rohan with a brief (1-2 page) typed description or outline of your case at least 1 week in advance. If you would like Dr. Rohan to provide you with a case description, ask for a case at least 1 week in advance.
In your presentation, you should very briefly introduce and describe the case. Spend the majority of your time on case conceptualization. Describe the ABC’s of the problem behavior(s). Propose a preliminary treatment plan that draws directly from your case conceptualization. Make sure your treatment targets all aspects of the problem behavior(s), including its antecedents and consequences. Specify how you would assess whether or not the treatment plan is working (e.g., What are your outcome variables and how will they be measured?). Note any additional information about the case that you would need to solidify your conceptualization or treatment plan. Plan on 15-20 minutes to present. Handouts or other visual aids may be used to facilitate comprehension of your presentation if you like.

VI. Behavior Change Project

A. Purpose

Each student will design and implement a behavior change project. The purpose of this project is to practice applying cognitive-behavioral principles in selecting an appropriate target(s) for intervention, conceptualizing problem behaviors, designing your assessment methods, working toward change, and measuring therapeutic success. You should select a basic behavior problem that needs modification and avoid tackling significant clinical problems. Multiple projects are an option and may be desirable for obtaining maximum credit if targets and interventions are simple and brief. Successful target change is not necessary for the purpose of this exercise. Instead, the focus is on the process. You may choose yourself, your child, your pet, or someone else as the subject of the project. NOTE: If you plan to use someone else, please see Dr. Rohan immediately for approval so as to resolve any ethical issues (e.g., dual role relationships).

B. Specific Assignments

This project will include a written proposal, an interim report, and a final written report. All proposals and reports must be typed, double-spaced, 1-inch margins around, 12-point font) and should follow APA style. Submit a hard copy of all assignments, not an email attachment. For late proposal and interim reports, one point will be subtracted for each business day beyond the deadline. For final reports, five points will be subtracted for each business day late.

1. Proposal (due February 6th)

A written proposal for the project should follow APA’s publication guidelines. A Presenting Problem section should state who your subject will be, your target behavior(s) and/or cognition(s), and a preliminary case conceptualization (i.e., what factors you think may be related to onset and maintenance of the problem; a functional analysis). In a Baseline Data section, state what assessment methods you plan to use to gather baseline data on the problem, including its antecedents and consequences. In a Preliminary Treatment Plan section, state how you plan to effect change and how you
will measure the impact of your intervention on the target(s). Related references may also be included along with a “References” section. The proposal is due within 3 weeks in order to maximize your time for assessment and intervention.

2. Interim Report  (due March 19th)

The interim report information should build on your proposal and follow APA format. The Presenting Problem section should remain fairly consistent from the proposal. In the Baseline Data section, describe the data gathering method(s) you used to collect baseline data on the problem. Note any problems met in data collection and how you dealt with them. Present the baseline data on your target behavior(s) using graphs or tables if needed. In the next section, Revised Case Conceptualization, provide a revised case conceptualization based on your baseline data. Now that you have observed the problem behavior(s) across time, what factors seem to be related to its onset and maintenance? What are its antecedents and consequences? In a Treatment Plan section, present a clearly articulated intervention plan for how you will change the target behavior, including its antecedents and consequences, and how you will measure therapeutic change. Explain how your proposed treatment plan logically follows from your case conceptualization. If you have begun your intervention, describe your progress in a Preliminary Results section. Include graphs and tables as needed.

3. Final Report  (due April 30th)

The final report should resemble a single subject design publication in a reputable peer-reviewed journal. The final product should include the Presenting Problem, Baseline Data, Revised Case Conceptualization, and Treatment Plan sections from the interim report. The Results section should thoroughly present the impact of your intervention on the target(s). Note any problems met in trying to effect change. If you had to change your treatment plan, explain why and how. If you had to again revise your case conceptualization based on anything you learned in applying the intervention, explain this process. End with a Discussion section. The Discussion should not just recap the results, but evaluate the project’s strengths and limitations. How would you proceed differently in a future effort? If your intervention was successful, what maintenance plans/strategies could be used? In the Discussion, you should also comment on what you learned from the project and how you could apply what you learned to the way you interact with patients or approach clinical problems.

VII. Examinations

There will be two examinations: a mid-term and a final. Both examinations will consist of take-home essay questions related to the theoretical, clinical, and empirical aspects of behavioral and cognitive-behavioral therapy. The questions will be distributed 1 week before the exam answers are due. Students will have 1 week to compose short (i.e., no more than 5-6 double-spaced, typed pages using 12-point font for each question) responses to 2-3 essay questions covering the course content. Some questions will require thoughtful integration across the various reading assignments and seminar
discussions. The exams are open-book, but must be completed alone. Student should write their student ID number (i.e., full 950#) on the back of the last page of the essays so that exams can be evaluated blind to identity. Submit a hard copy of your answers, not an email attachment. For exams not submitted on or before the deadline, 5% will be subtracted for each business day late (unless you have a documented emergency, as described above).

VIII. Student Evaluation

Points earned in each domain will be summed to determine the final course grade. You will be most satisfied with your grade if you work hard and consistently from week to week by learning as much as you can from the readings, participating in the class discussions, selecting and presenting your case, and making steady progress on your behavior change project. This method will pay off with systematic accrual of points.

<table>
<thead>
<tr>
<th>Component</th>
<th>Potential Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
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<tr>
<td>In-Class Case Presentation</td>
<td>10</td>
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<tr>
<td>Examinations</td>
<td>50</td>
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<tr>
<td>Mid-Term Exam</td>
<td>(25)</td>
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<tr>
<td>Final Exam</td>
<td>(25)</td>
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<tr>
<td>Behavior Change Project</td>
<td>25</td>
</tr>
<tr>
<td>Proposal</td>
<td>(5)</td>
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<tr>
<td>Interim Report</td>
<td>(5)</td>
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<tr>
<td>Final Report</td>
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<td>Total</td>
<td>100</td>
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IX. Feedback

Students will receive written feedback on their performance throughout the course. Personalized feedback memorandums will be provided subsequent to the in-class case presentation to comment on the content and style of these presentations. For the change project, written comments and suggestions for improvement will be provided directly on the proposal, interim report, and final report. At mid-term, each student will receive more general feedback regarding the quality of class participation as well as a summary of grades to date. When final examinations are returned at the end of the semester, students will receive the breakdown of their final grade calculation (i.e., participation, presentation, exams, and change project). All feedback is meant to be
constructive and helpful. Students should see Dr. Rohan with any questions or to review their progress in person.

X. Course Evaluations

Dr. Rohan likes receiving feedback even more than she likes giving it. Completed course evaluations and informal discussions and/or emails about how her course may be improved are always welcome and appreciated!

XI. Special Needs

Any student who has a need for accommodation based on the impact of a disability should contact Dr. Rohan as soon as possible to discuss the specific situation. Students who believe that there is something Dr. Rohan needs to know that might improve the learning environment in the classroom should contact her as soon as possible.
## XII. Class Schedule and Critical Dates

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Book Chapters</th>
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<tbody>
<tr>
<td>January 23</td>
<td>Course Introduction Brief History; Empirically Supported Treatments</td>
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<tr>
<td>January 30</td>
<td>Behavioral Assessment; Case Conceptualization</td>
<td>Beck 1, 2, 3</td>
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<tr>
<td>February 6</td>
<td>Anxiety Disorders I: Panic Disorder and Specific Phobias</td>
<td>Barlow 1, Beck 4, 5</td>
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<td></td>
<td>*Case Presentation</td>
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<td></td>
<td><strong>Change Project Proposal due</strong> (submit hard copy no later than class time)</td>
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<tr>
<td>February 13</td>
<td>Anxiety Disorders II: Posttraumatic Stress Disorder and Obsessive-Compulsive Disorder</td>
<td>Barlow 2, 4, Beck 6, 7</td>
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<td>*Case Presentation</td>
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<tr>
<td>February 20</td>
<td>No class—President's Day</td>
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<tr>
<td>February 27</td>
<td>Anxiety Disorders III: Generalized Anxiety Disorder and Social Anxiety Disorder</td>
<td>Barlow 3, Beck 8, 9</td>
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<td>*Case Presentation</td>
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<tr>
<td>March 5</td>
<td>No Class—Spring Recess</td>
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<td>March 12</td>
<td>Eating Disorders</td>
<td>Barlow 14, Beck 10, 11</td>
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<td>*Case Presentation</td>
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<td>March 19</td>
<td>Mood Disorders I: Major Depression</td>
<td>Barlow 6, Beck 12, 13</td>
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<td>*Case Presentation</td>
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<td></td>
<td><strong>Change Project Interim Report due</strong> (submit hard copy no later than class time)</td>
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<td><strong>Mid-Term Questions Distributed</strong></td>
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<tr>
<td>March 26</td>
<td>Mood Disorders II: Major Depression (cont.’d)</td>
<td>Barlow 8, Beck 14, 15</td>
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<td>*Case Presentation</td>
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<td></td>
<td><strong>Mid-Term Exam Due</strong> (submit hard copy no later than class time)</td>
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April 2  Mood Disorders III: Bipolar Disorder  Barlow 10
*Case Presentation________ Beck 16, 17

April 9  Marital/Couple Discord  Barlow 16
*Case Presentation________ Beck 18, 19

April 16  Schizophrenia and Psychotic Behavior  Barlow 11
*Case Presentation________ Beck 20

April 23  Personality Disorders  Barlow 9
*Case Presentation________ Beck 21

April 30  Substance-Related Disorders  Barlow 12, 13
*Case Presentation________
*Final Exam Questions Distributed

*Behavior Change Project Final Report Due
(submit hard copy no later than class time)

May 7  (No class)
*Final Exam Due (submit hard copy by 4:00 pm)

XIII. Additional Resources

Hopefully, this course will spark your interest and you will want to learn more about cognitive-behavioral models and treatments and stay up-to-date regarding the empirical status of the field. Here are some appropriate journals to peruse. (NOTE: This is not an exhaustive list).

Behavior Modification
Behavior Therapy
Behaviour Research and Therapy
Behavioural & Cognitive Psychotherapy
Clinical Psychology: Science and Practice
Cognitive Behaviour Therapy
Cognitive and Behavioral Practice
Cognitive Therapy and Research
International Journal of Cognitive Therapy
Journal of Abnormal Psychology
Journal of Applied Behavior Analysis
Journal of Behavior Therapy and Experimental Psychiatry
Journal of Cognitive Psychotherapy
Journal of Consulting and Clinical Psychology
The Behavior Therapist
Empirically Supported Treatments
Visit the American Psychological Association Division 12 (Clinical Psychology) EST Link: http://www.div12.org/treatment