

Psychology 480 — Spring 2022
Applied Theories of Behavioral and Cognitive Therapies

Professor: Ellen Meier, Ph.D. **Office:** Science D231 **Email:** emeier@uwsp.edu
Office hours: Mondays 2-3pm ONLINE ([Meier Office Hours Link](#); Password: UWSP)
 Tuesdays 1-1:30pm IN-PERSON (Science D231)
Class Meetings: Tuesdays and Thursdays 11:00am-12:15pm; Science Building A201

I want to be available to meet with you when you need help. Please feel free to contact me as soon as issues arise. Before/after class, during office hours, and email are the best ways to reach me. I try to respond within 1 day of receiving your email, Monday-Friday. I do not answer emails on Saturdays.

Note: It may be necessary to change parts of this syllabus to adapt to class circumstances. To allow necessary flexibility, Professor Meier reserves the right to change this syllabus as she deems necessary. Notice of such changes will be given in class or through email.

Course Information

Description: Application of behavioral and cognitive theory and research in the remediation of psychological disorders and behavior problems, including such topics as operant conditioning, cognitive restructuring, desensitization therapies, token economies and biofeedback. Practical application of behavior principles included. Available for graduate credit as [PSYC 680](#).

Credits: 3

Prerequisite: PSYC 110, PSYC 200, PSYC 351, and junior standing.

Recommended: PSYC 375

Course Goals

1. To apply behavioral and cognitive-behavioral therapies, including the study of the theories that inform treatment development and implementation.
2. Understand topics such as relaxation and mindfulness, exposure with and without response prevention, behavioral activation, emotion regulation, dialectical interpersonal skills, and cognitive restructuring.

Note: THIS CLASS IS NOT A SUBSTITUTE FOR PROFESSIONAL PSYCHOLOGICAL SERVICES. If you have attended therapy, you may find that your experience is different from the information discussed in class. I am acting only in the capacity of a college professor and will not enter a treatment-provider relationship with any student. If you find that class content brings up certain emotional or familial issues for which psychotherapy might be useful, I suggest contacting the UWSP counseling center (715-346-3553). Services are *free* for all students.

Expected Instructor Response Times

Email. I check my email daily, M-F. Most emails will receive a response from me within 24 hours (excluding weekends). I encourage general questions to be posted on the FAQ board (see below).

FAQ board. If you have general course/assignment questions, please use the FAQ discussion forum. Students are free to answer each other's posts and I will respond within 24 hours (excluding weekends).

Office Hours. My office hours are on Mondays 2-3pm **via zoom or phone**, and Tuesdays 1-1:30pm **in-person** (D231), or by appointment. I will email and post to canvas a link to the meeting and you

can also access it here: [Meier Office Hours Link](#); Password: UWSP. Sign-in and download software through UWSP at <https://uwsp.zoom.us>.

Grading/Feedback. Feedback on written submitted assignments (e.g., participation, exam short answers, papers), and exams will be provided within 1 week after the due date and often by the next class.

Required Text, Videos, and Additional Readings

1. Spiegler, M.D. & Guevremont, D.C. (2003). *Contemporary behavior therapy*. Belmont, CA: Wadsworth Thompson.
2. Additional readings, as assigned on the schedule below, available on Canvas

Electronic Resources

Canvas. All course resources will be available on canvas including links to additional readings. Visit the site early and often. These updates will also be announced in class.

Technical Requirements. Because we may need to switch to online delivery, certain technical requirements and competencies may be necessary for you to participate in this course. I recommend ensuring these are setup prior to potentially going online. You will need to have regular (daily) access to a computer or tablet with (a) reliable high-speed Internet connection, (b) audio/sound, and (c) hardware and software capable of video streaming. You will need to have a browser compatible with Canvas and the ability to navigate Canvas and other common websites (like YouTube). Students are also expected to have access to software either freely available or through the UWSP Software Distribution Center including Adobe Acrobat Reader and Microsoft Word and PowerPoint.

If you encounter issues with Canvas, please contact Canvas Support directly by clicking the Help Button (question mark inside a circle) located at the bottom of the left navigation bar in Canvas.

Course Learning Outcomes

Students will be able to:

1. implement theoretical and applied cognitive-behavioral techniques
2. summarize the cognitive-behavioral explanations for psychopathology and their interventions.
3. demonstrate evidenced-based clinical decision-making behaviors.

My Expectations for Students

- ✓ Attend weekly virtual zoom class
- ✓ Complete portfolio assignments focused on developing skills
- ✓ Complete a peer-teach project integrating knowledge and skills from the entire semester.
- ✓ Come to class on time and be prepared to actively participate in the class.
- ✓ Be respectful of, and open to, others' values, beliefs, and learning style.
- ✓ Turn in assignments on time and take exams on time.
- ✓ Work hard and put forth an honest effort.
- ✓ Ask questions when you have them; ask for help when you need it.
- ✓ To do well in the course, you must complete all assigned readings. At a minimum, read each chapter by the completion of their discussion in class. *Do not wait until the week before the test to read 3 chapters.* Research shows that this is an INEFFECTIVE way to learn and retain information.

Course Structure

This course will use the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

What Students Can Expect from Me

- ✓ I will come to class prepared, begin on time, and end on time.
- ✓ I will not lecture for the entire class period. Rather, I will take breaks to facilitate discussions, to illustrate concepts, show videos that demonstrate concepts, and structure activities in which students can learn from each other.
- ✓ I will create a classroom environment that is respectful; I will not tolerate disrespect.
- ✓ I will take all questions, concerns, and comments seriously and respond in a timely manner.
- ✓ I will provide helpful feedback on all assignments that are earnestly submitted. I reserve the right to *not* grade or comment on assignments that were only partially completed or otherwise show lack of effort.

Attendance

Attendance is mandatory. *If you choose to not attend class due to an unexcused reason, I will not provide you with notes, handouts, announcements, or any other materials that you missed because you did not attend.* You should get these materials from a classmate instead. Also, if you are late to class, you are responsible for getting the information you missed from a classmate and online. Participation points will be earned through various small activities completed in class at various time points during the class hour. Missing these activities due to coming late or leaving early, will also result in loss of points.

If you miss class due to illness, including covid-19, **you must email me within 2 hours of class starting.** Alternative participation activities for points will be assigned when advanced notice for sickness is provided. This policy is similar, if not more lenient, than would be expected at a job, particularly in human services (i.e., patients need advanced notice of cancellations from their therapist).

Grading Breakdown (500 points possible)

Exams (210 points) – 3 exams worth 70 points each

There are 3 exams, worth 70 points, not including the final “mini-exam.” Exams will consist of 25-30 multiple choice questions (worth 2 points each), 3-5 short answer or fill in the blank (worth 3 points each), 1-2 essay/applied questions (eg., 1-3 paragraphs, 3-5 sentence long; setting up a treatment plan; worth 5 points each). Quizzes (see below) and assignments will provide good examples of what exam questions will look like. Exam questions will be drawn from the text, lectures, and discussions and will be in the form of definitions, comparisons, identifying findings, and application of concepts. We will spend approximately 20-30 minutes reviewing on the class period before each exam. Review guides will be posted at the beginning of a unit.

You will have 75 minutes to complete the exam. If you are unable to take the exam during the open times due to a university excused reason, please notify me at least 1 week before the exam for accommodations.

Tips for doing well on the exam

1. Attend all classes and actively participate

2. Review notes before and after class for a minimum of 10 minutes
3. Read chapters prior to covering the content in class and pay attention to concepts that overlap with the study guide
4. Re-read chapters after class and add details from the readings to your lecture notes
5. Take detailed lecture notes. If you print lecture slides ahead of time, make sure to add new comments to the slides during the lecture
6. Ask questions soon and often
7. Re-watch lecture videos posted online
8. Use the review guide throughout the unit and while studying for the exam

You are expected to take the exams at the assigned time and any exceptions must be discussed and agreed upon *before the exam begins*. Missing an exam for an excused reason, without making previous arrangements, can result in a 25% penalty for each day you fail to notify me about your situation. Missing an exam for an unexcused reason can result in a zero for the exam.

Exam Redo: If you earn less than 70% on an exam you may re-take the exam and earn up to 70% on the retake (i.e., the highest grade you could earn for that exam is a 70% after the retake). Students can only retake one exam. You will have an opportunity to review your original answers; however, you will not be able to take the exam home. This retake policy does not apply to the final exam. The deadline to retake any exam is May 1st. Instructions for exam redo's are as follows:

1. For incorrect answers, provide your original rationale for your answer AND why your new response is correct. Ensure you write at least 2-3 sentences per wrong answer. Additionally, "I guessed" is not sufficient to earn points back.

Mini Exam 4 (25 points)

This mini exam will be a similar, but shorter, format as previous exams. This exam will consist of 7-10 multiple choice questions (worth 2 points each), 2-4 short answer or fill in the blank (worth 3 points each), and 1 essay/applied question (e.g., 1-3 paragraphs, 3-5 sentence long; worth 5 points each). The mini exam will cover content discussed during the final unit.

Portfolio (80 points: 4 Assignments worth 20 points each)

The portfolio is made of 4 small-medium assignments worth 20 points each. You will complete assignments to practice behavioral and cognitive-behavioral techniques both as a therapist and what a patient/client might experience (e.g., treatment plans, mindfulness activities). By the end of the semester, you will have an excellent portfolio of exercises you completed that hopefully will be of use to you in the future. **Portfolio Assignments will be due before class on canvas.**

Participation Activities (25 points: 5 Activities worth 5 points each)

To measure your learning and understanding of the material early in each unit, we will do various short (1-15 minutes) activities testing your knowledge of what we have covered. This will help me as an instructor, understand what materials students are comprehending, and which we need to go back and review. This will *help you as a student*, by giving you an idea of what material needs more attention when you study and review between classes. I will provide feedback/correct answers; however, your participation points will be based on completeness and effort, not correctness. Examples of these activities include non-graded review questions, muddiest point, watch a video and answer questions, and one sentence summary/take home messages.

Quizzes (60 points possible – 6 worth 10 points each)

We will have 6 quizzes assessing knowledge involving straightforward multiple-choice questions from the reading and lectures. Each quiz is worth 10 points (5 questions, 2 points each). Students who watch videos, keep up with readings, engage in discussions and participation, do very well on these quizzes. Quizzes are taken at the beginning of class, so punctuality is crucial.

Peer Teaching (100 points)

In groups of 2-3 students, you will prepare a teaching and therapy presentation of a treatment manual of your choice. Your group will learn the material in your treatment, teach it to your classmates in a 10-15 minute teaching presentation, and role-play at least one treatment skill/activity in a group “therapy session.” More details/guidelines will follow in class. You will be graded on your presentation skills, content of your peer teach, and quality of your therapy session.

Calculation of Final Course Grade

Item	Points	%
Exams (total of 3 @ 70 points each)	210	42%
Mini Exam 4 (1 @ 25 points)	25	5%
Portfolio Assignments (4 @ 20 points each)	80	16%
Participation Activities (5 @ 5 points each)	25	5%
Quizzes (6 @ 10 points each)	60	12%
Peer Teaching (1 @ 100 points)	100	20%
Total:	500	100

Extra Credit

Any extra credit opportunity will be discussed in class and will be available to the entire class – no extra credit opportunities will be provided on an individual basis.

Grading

I grade using typical percentages; i.e. 93% and above of the total points is an A.

A = 93%-100%	A- = 90%-92.9%	B+ = 88%-89.9%	B = 83%-87.9%
B- = 80%-82.9%	C+ = 78%-79.9%	C = 73%-77.9%	C- = 70%-72.9%
D = 65%-69.9%	F = ≤64.9%		

Summary of Course Meetings

Any changes to this schedule will be announced in class and on Canvas.

Date	Topic	Read	Assignments Due
Week 1 Tu 1/25	Introduction to Behavior Therapy	Ch 1	
Th 1/27			
Week 2 Tu 2/1	Behavioral Model & Targeting Behaviors <i>Practice Goal Setting</i>	Ch 3	Participation 1
Th 2/3		Ch 4	Quiz 1
Week 3 Tu 2/8	Targeting Behaviors	Ch 4	
Th 2/10	Behavioral Assessment	Ch 6	PA1: Record Goal Setting due to canvas before class

Week 4 Tu 2/15	<i>Practice F.A.; Review</i>	Ch 6	Quiz 2
Th 2/17	Exam 1		
Week 5 Tu 2/22	Accelerating Behaviors	Ch 7	PA 2: Recorded Functional Analysis due to canvas before class
Th 2/24	Accelerating Behaviors	Ch 7	Participation 2: ABA
Week 6 Tu 3/1	Decelerating Behaviors	Ch 8	
Th 3/3	Decelerating Behaviors	Ch 8	Quiz 3
Week 7 Tu 3/8	Reinforcement + Punishment	Ch 9	
Th 3/10	Reinforcement + Punishment;	Ch 9	Participation 3
Week 8 Tu 3/15	Catch-up; <i>review</i>		PA3: Treatment plan
Th 3/17	Exam 2		
Spring Break - No Class!			
Week 9 Tu 3/29	Exposure Therapy: Brief/Graduated	Ch 10	
Th 3/31	Exposure Therapy: Brief/Graduated	Ch 10	Participation 4: Exposure Video
Week 10 Tu 4/5	Prolonged Exposure	Ch 11	Quiz 4
Th 4/7	Prolonged Exposure <i>Discuss Peer Teaching</i>	Ch 11	PA 4: App Pamphlet
Week 11 Tu 4/12	Cognitive Restructuring	Ch 13	
Th 4/14	Cognitive Restructuring <i>Select Group and Project Topic</i>	Ch 13	Quiz 5
Week 12 Tu 4/19	Cognitive Restructuring	Ch 13	
Th 4/21	Exam 3		
Week 13 Tu 4/26	Third Wave Behavior Therapies	Ch 15	
Th 4/28	Third Wave Behavior Therapies <i>Last 15m – Grps 1 & 2</i>	Ch 15	Group 1 & 2 Participation 5: Meet with Prof. Meier about project. Ppt Outline and technique for peer teach. All group members must attend.
Week 14 Tu 5/3	Third Wave Behavior Therapies <i>Peer Teach Group 1</i> <i>Last 15m – Grps 3 & 4</i>	Ch 15	Group 3 & 4 Participation 5: Meet with Prof. Meier about project. Ppt Outline and technique for peer teach. All group members must attend.

Th 5/5	Third Wave Behavior Therapies <i>Peer Teach Group 2</i> <i>Last 15m – Grps 5 & 6</i>	Ch 15	Group 5 & 6 Participation 5: Meet with Prof. Meier about project. Ppt Outline and technique for peer teach. All group members must attend.
Week 15 Tu 5/10	<i>Peer Teach Group 3 & 4</i>		Quiz 6
Th 5/12	<i>Peer Teach Group 5 & 6</i> Review for Exam		
Finals Week	Mini Exam 4 Monday 5/16/2022 12:30PM - 2:30PM		

This syllabus and schedule are subject to change. Attend class regularly so you won't miss anything!

SYLLABUS SUPPLEMENT

Make up work for Legitimate Excuses:

Planned absences: Class deadlines are a pre-arranged commitment. Deciding/scheduling to attend another engagement is a choice (eg., wisdom teeth surgery, hunting, family reunion, etc.). If you decide to schedule a non-immediate event during an exam/quiz time, you will not be able to makeup missed points or take quizzes/exams early. University excused pre-planned absences must be discussed with Professor Meier at least **one week** prior to planned absence (eg., sports events). Additional information on UWSP policy for missing class can be found at <https://www.uwsp.edu/dos/Pages/MissedClassGuidelines.aspx>

Note: if you have a chronic illness/need surgery/treatment that makes it probable that you will repeatedly miss class, please inform both me and the Disability Service and Assistive Technology offices at 715-346-3365, in the LRC. Disability Services is a great department that can inform your professors of a prolonged illness so that you will not have to discuss your health with each of your professors. Do this early in the term. **Don't miss more than a full week of class without informing your advisor or a professor of the problem.** If you need to withdraw from a class for medical reasons after the withdrawal deadline, contact Enrollment Services at 715-346-3300.

Policy on Late Work: Assignments should be turned in on time to Canvas. Late work is typically not accepted. Any accepted late work will be docked 25% for each day it is late, including the date it was due. Consult with me if you anticipate needing to turn in an assignment late.

Incompletes: If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an "incomplete" in the course. An "incomplete" should be reserved for the completion of a definable amount of work (for example, one term paper or one exam) that occurs near the end of the semester. An "incomplete" normally will not be used for making up in-class work; therefore, do not expect to sit in the class in a subsequent semester. If your request for an "incomplete" is approved, the instructor will inform you and the department chair of the work you need to complete and the due date. More information on the University's policy can be viewed at <https://www.uwsp.edu/dos/Pages/Incompletes.aspx>

Scholastic Dishonesty: We will use Canvas for all assignments which allows me to submit all work to TurnItIn. If you (1) report another person's published work verbatim (word for word) without placing it in quotation marks and providing a full citation including page numbers, (2) loosely paraphrase another's written work, making only occasional synonym substitutions but retaining the basic grammatical structure of the original (even if you include a reference citation), (3) submit another student's writing (or a loosely paraphrased version of it) as your own work, or (4) resubmit a paper you wrote for another course or for the same assignment in your second attempt at the same course (without explicit prior consent of the instructor), then you are guilty of plagiarism and this will be identified on TurnItIn. At my discretion, you may receive a final grade of zero on the assignment (without an opportunity to revise and resubmit it for credit).

In addition to the penalty, in all cases the incident will be reported to the Academic Affairs Office which maintains a file of such cases. A second instance within the same course may result in an automatic course grade of F. Multiple instances, especially across more than one course, may make you subject to expulsion from the University (at the discretion of the Academic Dean). Breaches of academic integrity and intellectual property rights are serious infractions and will not be tolerated. Please familiarize yourself with what constitutes plagiarism. When in doubt, err on the side of caution. Own your own ideas and words and give credit where it is due. Ignorance of the rules is not an acceptable excuse for breaking

them. More information on UWSP Academic Honesty Policy and Procedures can be found under UWSP 14.01 Statement of principles at <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

Student's Right and Responsibilities: Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below: <http://www.uwsp.edu/Admin/stuaffairs/rights/rightsChap14.pdf>

Course Withdrawal: Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at: <https://www.uwsp.edu/regrec/pages/calendars.aspx> and <https://www.uwsp.edu/regrec/Pages/Withdrawals.aspx>

Student Conduct: As a UWSP student, you are expected to adhere to the Board of Regents student conduct policies. The University strives for an environment that promotes academic achievement and integrity. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. More information can be found at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWSP Chapters 14 and 17, governing student academic and non-academic misconduct.

Sexual Harassment: As outlined in the UWSP Sexual Harassment Policy, sexual harassment is recognized as a violation of civil rights laws, U.S. Equal Opportunity Commission Rules and by the civil law courts (<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/prevention.aspx>). Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: 1) Submission to such conduct is made either as an implicit or explicit condition of an individual's employment, career advancement, grades, or academic achievement. 2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual. 3) Such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive working environment. Such behavior is unacceptable and will not be tolerated.

Equity, Diversity, Equal Opportunity, and Affirmative Action: The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

Disability Services and Accommodations: UWSP is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university's campus wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Disability and Assistive Technology Center (DATC) is responsible for determining these accommodations. They provide services and assistance to enrolled students who are either permanently or temporarily disabled.

If you have, or think you have, a disability such as mental health, attention, learning, chronic health, sensory, or physical, please contact Disability Services. The registration process is a complex and lengthy (2-3 weeks). Start the process early by contacting Disability Services at 715-346-3365 or emailing datctr@uwsp.edu and/or by completing the a Request for Services found at <https://www.uwsp.edu/disability/Pages/default.aspx> If you are registered with Disability Services and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

Mental Health and Stress Management: You may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. UWSP has services available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <https://www.uwsp.edu/counseling/Pages/default.aspx> *Therapy and consultation services are free for registered students.* The Counseling Center is located on the 3rd Floor of Delzell Hall. The office is open from 8:00-4:30, Mon-Fri; Tele: 715-346-3553. Please schedule an appointment ahead of time.

Academic Freedom and Responsibility: Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact me (the instructor), the Department Chair (Dr. Craig Wendorf), your adviser, the associate dean of the college (Dr. Todd Good), or the Vice Provost for Faculty (Greg Summers). * *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Campus Resources:

The Tutoring-Learning Center strives to maximize every student's learning potential through a variety of services. Trained peer tutors, consultants, and discussion will do everything within their power to increase their clients' knowledge of the subject. Individual tutoring and writing help are available. This resource is highly recommended for students who have struggled with writing in the past and can be a great resource for starting, finishing, and/or proofing papers. More information can be found at <https://www.uwsp.edu/tlc/Pages/default.aspx>.