

Applied Theories of Behavioral and Cognitive Therapies (PSYC 480)

Syllabus & Course Calendar, Fall 2017

Instructor: Dr. Heather Meggers-Wright (you can call me Dr. Meggers)

Email: hmeggers@uwsp.edu

Office Hours: Thursdays 11:30-12:30

Required Readings

- Spiegler, M.D. & Guevremont, D.C. (2016). Contemporary behavior therapy: 6th ed. Belmont, CA: Wadsworth Thompson.
- Harris, R. (2009). ACT made simple. Oakland, CA: New Harbinger Publications, Inc.
- Additional readings, as assigned, available on D2L

Course Description

This course is an in-depth examination and application of behavioral and cognitive-behavioral therapies, including the study of the theories that inform treatment development and implementation. It will include topics such as relaxation and mindfulness, exposure with and without response prevention, behavioral activation, emotion regulation, dialectical interpersonal skills, and cognitive restructuring.

Course Objectives

At the end of this course, students will be able to:

- Define principles and procedures of behavioral and cognitive-behavioral therapies.
- Describe the theoretical foundations of applied therapeutic techniques.
- Identify the therapeutic techniques that are empirically supported for different mental health diagnoses.
- Apply behavioral and cognitive-behavioral techniques to their own stress management.
- Construct treatment plans for hypothetical clients that are appropriate for presenting issues.

Course Assignments & Grading

Exams (200 pts)

There will be two exams given during the course of the semester, each worth 100 points. Each exam might consist of a mix of multiple choice, short answer, and/or essay questions. The

questions will be derived from lectures (in class and assigned out-of-class video lectures), textbooks, videos, and the assigned readings.

In Class Practica “Portfolio” (50 pts)

Students will complete in-class assignments to practice behavioral and cognitive-behavioral techniques. These assignments will generally be assigned as homework for the next class-period. Students **MUST** be in-class on the day the assignment is discussed in order to receive credit. You must have them completed by the assigned time, I will check for completeness, and then you will save them to hand in as a group during Exam periods. The first group will be due during Exam 1 and the second group will be due during Exam 2. These assignments will be graded on completeness, effort, and thoughtful application of course material.

Special note: For the in-class practica assignments, you will be asked to use examples from your own life. Please only contribute examples and information you feel comfortable with the instructor and/or the classmates knowing. We will be applying techniques for the purpose of learning for college course credit, not for treatment of any psychological disorder. The instructor is acting only in the capacity of a college professor, and will not enter into a treatment provider relationship with any student.

Paper & Peer Review (150 pts)

There will be one paper (approximately 6-8 pages) in which students will explore the behavioral/cognitive treatment literature to produce a treatment plan for a set of problems. Paper topic options are offered on D2L; alternative paper topics may be approved by the instructor in advance. The paper will be worth 100 points.

Peer review is an important part of academic psychology and research. Each student will be responsible for reviewing a peer’s submitted paper for content, clarity, grammar, and adherence to assignment guidelines. The peer review will be worth 50 points.

ACT Peer Teach & ACT quiz (100 pts)

In a small group of 4, you will prepare a teaching presentation for an assigned chapter/chapters in ACT Made Simple. For this peer teach, you will learn the material in your chapter and teach it to your classmates in a 30-minute teaching presentation with **at least** one activity/demonstration. More details/guidelines will follow in class and on D2L. You will be graded on your presentation skills and the content of your peer teach. You will turn in a Power Point as a group.

Point distribution for this course is as follows. Use this chart to keep track of your progress throughout the semester.

<u>Point Distribution:</u>	<u>Possible</u>	<u>My score</u>
Exam #1	100 pts	_____
Exam #2	100 pts	_____
In-Class Practica Portfolio	50 pts	_____
Paper	100 pts	_____
Paper Peer Review	50 pts	_____
ACT Peer Teach	60 pts	_____
ACT Quiz	40 pts	_____
Total:	500 pts	_____

Class Policies:

Assignments: Assignments are to be turned in exactly as described below on the Due Date calendar. Read it and follow the directions. Also, make sure you read any supporting documents posted on D2L—I spend time on those to give you more information on HOW to do an assignment, as well as give information on how it will be evaluated. You are responsible for following the directions in these documents.

Make-Up Exams and Late Assignments: Make-up exams will be offered only under extreme circumstances (e.g., death in family, accident, medical emergency) decided on a case-by-case basis. In order to qualify for a make-up exam, students must: a) provide a valid excuse for missing the exam (e.g. letter from physician) and b) schedule a make-up exam within one week of the missed exam, **at a time that is convenient to the instructor**. Failure to provide adequate rationale for missing an exam will result in a score of zero points for the exam. Providing any fabricated story or evidence as an excuse that is found to be untrue will result in a score of zero on the exam and/or a report to UWSP officials for disciplinary procedures.

Assignments must be turned in as assigned to receive full credit. In the case of expected absence or illness, you may submit your out-of-class assignment *prior* to class. Assignments not submitted by the designated due date and time will result in at least a 10% reduction in credit per day, with a late deduction day beginning one minute after the designated time due has passed.

Respect: Students enrolled in this class are expected to be respectful of each other and the professor. Right now your job is to be a student, and a professional student is one who comes to class on time and ready to work. Respectful behavior includes, but is not limited to the following: 1) Keep cell phones and other electronic devices turned off and kept in bags. When you are in class, it is expected that you behave professionally, which means you pay attention to the class material exclusively. 2) When other students are presenting material to the class, or are asking questions, pay attention. Be equally if not more attentive to your classmates as you are to me.

Attendance: While attendance is not mandatory, it is in your best interest to attend class given that information presented in class (not necessarily covered in the reading) is potential exam material. Also, in-class assignments and presentations are only completed in class (unless there is an emergency) and *videos are only shown in class* (no exceptions), which is also potential exam material. If you are unable to attend class, *it is your responsibility to obtain lecture notes and review any missed activities or videos with your classmates*. It is recommended you exchange contact information with at least a couple of your classmates in case you need material you missed.

Extra Credit & Rounding Policy:

IF extra credit is awarded in the class, final grades will not be rounded. An 89.99% will be a B+, not an A-. If there is no opportunity for extra credit, the instructor may choose to round within a half-percentage point. Excessive rounding contributes to grade inflation and will not be awarded under any circumstances. Extra credit is not up for individual negotiation. *The only guaranteed way to receive the grade you want for the course is to earn it through your performance on regular course assignments.*

Incompletes: Incompletes will only be given in extreme circumstances (e.g., medical emergency) with proper documentation (e.g., doctor's note). An incomplete is not an option for students who feel overwhelmed by academics, work schedules, or extracurricular activities. Typically, incompletes must be completed within one semester, otherwise an "F" will result.

Campus-Wide Policies:

Students' Rights & Responsibilities: UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, the University has developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP.

Academic Integrity: Academic integrity is central to the mission of higher education, particularly to UWSP. Academic dishonesty includes, but is not limited to, cheating, fabrication, falsification, and plagiarism. Plagiarism includes copying or paraphrasing other students' work, and copying or paraphrasing material from sources (e.g., internet, articles, books) without using quotations or citations. You may not collaborate with other students on exams or homework assignments for this course. Violation of academic integrity is left to the discretion of the professor of this course. The minimum penalty is a zero for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed from: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Accommodations: The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, if you have not done so already, and then contact the professor. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center. You can also find more information at: http://www4.uwsp.edu/special/disability_

Extra Assistance: If you would like extra assistance related to course materials or if you have any questions related to your performance in the course, please come by my office hours or set up an appointment. If you would prefer help from a student, you can contact the UWSP Tutoring Learning Center (018 LRC, 715-346-3568) or utilize the Psychology Tutoring Center (contact Kay in the Psychology Department office, 715-346-2883).

Emergency Response: In the event of a medical emergency call 911 or use the Red Emergency Phone outside of room D230 Science Building. Offer assistance if trained and willing to do so. Guide Emergency Responders to victims. In the event of a tornado warning, proceed to the lowest level interior room without window exposure or the hallways outside of our classroom. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner. Meet underneath the athletic sign outside the HEC across from the Science Building. Notify the instructor or emergency command personnel of any missing individuals. In the event of an active shooter – Run/Escape, Hide, Fight. If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of the Emergency Responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.

Tentative Course Calendar

All of the contents are subject to change by the instructor, including topics, readings, due dates and exam dates.

Date	Thursday	Readings/Due Dates
Sep 7	The Behavioral Model & Process	Spiegler 1, 3 & 4
Sep 14	Previous topic continued	
Sep 21	Behavioral Assessment & Research	Spiegler 5 & 6
Sep 28	Accelerating Behaviors	Spiegler 7
Oct 5	Decelerating Behaviors	Spiegler 8
Oct 12	Exam 1	There will be no class after the exam. Bring your completed In-Class portfolio to the exam to turn in.
Oct 19	Systematic Desensitization & Exposure Therapies	Spiegler 10 & 11
Oct 26	Previous topic continued	Paper Due
Nov 2	Modeling & Social Skills Training	Spiegler 12
Nov 9	Cognitive-Behavioral Therapy: Changing Thoughts	Spiegler 13 Peer Review Due
Nov 16	Cognitive-Behavioral Therapy: Improving Coping	Spiegler 14
Nov 23	Exam 2	There will be no class after the exam. Bring your completed In-Class portfolio to the exam to turn in.
Nov 30	Introduction to "Third Wave" Behavioral & Cognitive Therapies	Spiegler 15; Harris Chapters 1-4 (all groups must read intro chapters of ACT for the overall basis of the therapy)
Dec 7	ACT Peer Teach	Groups 1-3
Dec 14	ACT Peer Teach	Group 4 & 5
Final Exam Period	TBA	ACT Quiz (administered on D2L) must be completed by end of day