Course Description

In this course, we will review the origins of behavior therapy and the theories, principles, and techniques of contemporary behavior therapy. The course will focus on therapy techniques and the theoretical aspects of the technology. During this course, we will review a number of approaches to psychotherapy. You will understand the similarities and differences between these approaches at both the theoretical and technical level. All of these treatments fall under the umbrella of behavior therapies, due to this limitation, this course should not be viewed as sufficient background to begin conducting psychotherapy without any further didactic training.

In order to develop a robust understanding of the technologies that we will be reviewing, you will be required to read articles, watch videos, and engage in experiential exercises in the course. In this course, you will develop and appreciate for the expansive applications of the principles of behavior to problems that present in the domain of clinical psychology.

Student Learning Outcomes

1) Identify and utilize alternative perspectives or views of who they are such that a) they will be more likely to implement alternative psychological approaches to therapy b) interpret, restate, and describe their client’s and their own experience.

2) Distinguish the major contextual behavioral approaches to treatment.
3) To enable flexible selection and creativity in the selection of variables to investigate in research and in selecting clinical interventions—especially when clients are not progressing with your preferred approach.

4) Relate applications of these technologies to the APA ethical code.

5) Discuss current and potential future trends in behaviorally oriented clinical psychology.

Basic processes will be emphasized as opposed to specific disorders and treatment modalities. The question is not to discern which therapeutic techniques work, but how do they work (cross theoretically) when they do, as well as accounting for why they don’t work, when they don’t.

**Course Readings**

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<tr>
<th>Date</th>
<th>Class 1</th>
<th>Class 2</th>
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<tr>
<td>5/29</td>
<td>Syllabus, Don’t Shoot the Dog Chapters 1-2</td>
<td>Don’t Shoot the Dog Chapters 3-4 – Hypothetical case due by 11:59 pm</td>
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<td>5/30</td>
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<td>Hypothetical case due by 11:59 pm</td>
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<td>5/31</td>
<td>Don't shoot the Dog Chapters 5-6</td>
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<tr>
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<td>Functional Analytic Psychotherapy Made Simple: Chapters 1-3</td>
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<td>6/6</td>
<td>Functional Analytic Psychotherapy Made Simple: Chapters 10-13</td>
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<td>6/7</td>
<td>Acceptance and Commitment Therapy Made Simple: Intro – Chapter 2 FAP Tx Plan due by 11:59 pm</td>
<td>Acceptance and Commitment Therapy Made Simple: Chapters 3-4</td>
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<td>6/11</td>
<td>Acceptance and Commitment Therapy Made Simple: Chapters 3-4</td>
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<td>6/12</td>
<td>Acceptance and Commitment Therapy Made Simple: Chapters 5-6</td>
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<td>6/14</td>
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<td>Acceptance and Commitment Therapy Made Simple: Chapters 11-12</td>
<td>Acceptance and Commitment Therapy Made Simple: Chapters 13-15</td>
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<tr>
<td>6/19</td>
<td>Dialectical Behavior Therapy Made Simple: Intro – Chapter 2 ACT Treatment plan due by 11:59 pm</td>
<td>Dialectical Behavior Therapy Made Simple: Chapters 3-4</td>
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<td>6/20</td>
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<td>Dialectical Behavior Therapy Made Simple: Chapters 5-6</td>
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<td>6/21</td>
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<td>Dialectical Behavior Therapy Made Simple Chapter 7-8</td>
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<td>6/25</td>
<td>Dialectical Behavior Therapy Made Simple Chapter 7-8</td>
<td>Dialectical Behavior Therapy Made Simple Chapter 9-conclusion DBT Treatment Plan Due by 11:59 pm</td>
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<td>6/29</td>
<td>Final Exam –</td>
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Evaluation

Attendance and participation 10%
Development of a hypothetical case 10%
Treatment Plan ACT 20%
Treatment Plan FAP 20%
Treatment Plan DBT 20%
Knowledge Based Final Exam 20%

Course grades will be based primarily on the total number of points earned by the end of the semester. To receive an "A" for the course, you will need 90% of the possible points. A "B" 80%, a "C" requires 70%, and a "D" requires 60% of the total points.

Attendance and Participation

Class attendance is required. Because so much of the learning in this course depends on discussion of the articles and case studies and watching and commenting on the video tape presentations of the master therapists, it is absolutely critical that you are in class and actively participating. Cell phone use will not be allowed during class time.

When you do psychotherapy, you will inevitably find yourself, at times, guiding/asking/coaching/supporting your clients in the efforts to do things that are important to them and in their best interests, but are avoided because they are frightening, unsettling, or novel. If class participation produces some anxiety in you, realize that you are in the same position that your future clients will often be in: Your training is important to you, yet actively participating in it can at times be anxiety provoking. Here is your chance to practice the same kind of responding that you will someday seek from your clients.

100%: 0 missed classes and active participation
90%: 1 missed class and active participation
80%: 2 missed classes and active participation
   0 missed classes and passive participation
70%: 1 missed class and passive participation
60%: 3 or more missed classes or consistent silence

Development of a hypothetical case

Each student will develop a hypothetical case that will be turned in after the first week of class. A handout will be provided giving the student a description of what information he/she should include in developing the background for the case. The case is hypothetical, and the student can draw information form whatever sources he/she would like (personal experiences, books that he/she has read, friends, imagination, etc.) and combine them in any way that they would like to present a clinical picture and history for this hypothetical client. This is an invented case and while it should be clinically realistic, no personal disclosure is expected or necessary. Developing the case will help the student get a sense
of the relevant information to be gathered about a client in the early sessions and will give the student knowledge of an invented case that they will then be prepared to role play during class demonstrations/activities. Development of the hypothetical clinical case is worth 10% of your grade. This hypothetical clinical case cannot be re-used from previous courses that required developing a hypothetical case.

It is likely that a number of rounds of feedback will be required in order to develop a clinical that is articulated in a way that meets the needs of a clinical setting. All revisions are due 2 days after receiving feedback. **Failure to resubmit in a timely manner will result in a 10% deduction per day late for the assignment.**

**Treatment Planning:**

As another primary goal of this course is for you to **begin** to learn to develop a case conceptualization and treatment plan. You will required to develop a treatment plan including a case conceptualization for each of the three treatment modalities that we cover during the semester. You will be required to identify treatment targets and outline one session of therapy to be applied to the hypothetical case mentioned above. The context will be different for different students indicating the start, middle, or end of treatment. Students are required to outline a rough schedule for one session as part of the treatment plan. Each treatment plan is worth 20% of your grade. Students will be allowed to correct any treatment plan they are unsatisfied with in order to recoup 50% of the points lost. For instance if a student received an 80% grade, they would be able to correct the treatment plan and receive a maximum score of 90%.

**Final Exam**

Throughout the semester we will be discussing differing treatment modalities that have similar theoretical underpinnings, but that are fundamentally difference. Students will be required to recognize the different aspects of each treatment, understand how the principles of behavior manifest in each treatment, and understand the unique aspects of each therapy. Students will be required to demonstrate mastery of this knowledge through completion of a final exam. The final is worth 20% of your grade.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in one or more of the following:

- Written reprimand;
- Requirement to re-do work in question;
• Requirement to submit additional work;
• Lowering of grade on work in question;
• Assigning grade of “F” to work in question;
• Assigning grade of “F” for course;
• Recommendation for more severe punishment.

Dropping the course

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. June 15, 2018 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Grade Appeals

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://cla.tamucc.edu/advising/.