

Psychology 755
COGNITIVE AND BEHAVIORAL INTERVENTIONS
Fall 2004

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Class Meetings: Tuesday 1:00-3:30

Location: Moody Room 20

Course Description

This course will provide a comprehensive overview of the theoretical and applied aspects of behavior modification and cognitive behavior therapy. The course focuses on applications with children, adolescents and their families relevant to individual, school and clinic settings. A behavioral-systems perspective will be emphasized. Emphasis will be given to the effective use of behavioral and cognitive interventions with diverse clients and environments.

Please note that this is a “hands-on” course. Class time will include some instructor led lecture, however, application by you will be stressed. Active learning, discovery and reflection are key components of this course. Some of you have already been exposed to the theory and principles of behavior therapy in previous undergraduate courses or applied settings. In this course, we will attempt to build on your prior learning and skills and move your knowledge and expertise to a more sophisticated level.

Course Objectives

1. Students will acquire basic theoretical knowledge regarding classical, operant, and cognitive behavior therapy techniques. Students will understand and apply this knowledge within a behavioral-systems framework when working with children and families.

2. Students will learn to identify both effective and problematic behavior patterns in themselves and others.
3. Students will learn to apply basic behavioral/learning and cognitive techniques to specific client populations and will demonstrate this skill in an applied setting. Students will also demonstrate an understanding of how to apply these skills to themselves.
4. Students will demonstrate an acceptable level of interpersonal sensitivity and interaction regarding various interventions as they relate to individual students and to clients. Students will demonstrate sensitivity and understanding of diversity issues surrounding cognitive and behavioral interventions.
5. Students will demonstrate the ability to utilize current research to investigate application of behavioral and cognitive techniques to specific client populations.
6. Students will learn and demonstrate basic interventions for a wide variety of difficulties commonly observed in childhood and adolescence, including difficulties related to aggressive behavior, social skills deficits, anxiety, depression, and attention disorders.

Course Expectations

1. You are expected to be familiar with the DSM-IV and to have completed coursework in psychopathology and basic counseling techniques. This course is designed so that both didactic discussion of specific techniques and disorders AND application to individual clients are included. Thus, you must have access to child, adolescent or family clients in a **supervised** setting. We will provide guidelines and parameters for your client project but you should arrange for specific supervision of this intervention with your practicum supervisors (i.e., field and university based). As course instructors, we are always available for consultation regarding your case but final clinical responsibility remains with your practicum supervisors.
2. You are expected to attend all class sessions and to actively participate in the discussions of assigned readings, other topics, and individual cases. Readings should be completed prior to the class session in which they are reviewed. Reading assignments are moderate so make every effort to stay current. Read for the purpose of *making meaning* of the information. Turn in all assignments when due. Late assignments may result in lowered points.
3. Although there are no “allowed” absences, if you must miss a class due to illness or other emergency, you should let one of us know in advance if at all possible. You will be responsible for obtaining missed lecture notes and assignments. An unexcused absence will result in a loss of participation points. Repeated absences, excused or unexcused, may result in an incomplete or failing rating for the course. Please be on time for class. (Just let us know if a special circumstance dictates that your cell phone ringer stays on during class.)
4. We will discuss clinical issues of specific cases and other class activities (including your own self-change project) each week. Some of these discussions

will occur in peer support groups. It is expected that you will engage in appropriate and effective group behavior. You are expected to maintain confidentiality regarding cases, test material and class discussion of client and self-change projects. It is further expected that you will adhere to the ethical principles and codes of conduct relevant to your professional group (i.e., National Association of School Psychologists and the American Psychological Association). Violations of confidentiality and ethical codes will impact your final evaluation (i.e., grade). If you are uncertain about issues of confidentiality, consult with the course instructor. You are probably not alone in your uncertainty and a class or individual discussion about the issue would be beneficial.

Required Texts

1. Reineck, M., Dattilio, F., & Freeman, A. (2003). *Cognitive Therapy with Children and Adolescents: A Casebook for Clinical Practice. Second Edition.* New York: The Guilford Press.
2. Gimpel, G. & Holland, M. (2003). *Emotional and Behavioral Problems of Young Children: Effective Interventions in the Preschool and Kindergarten Years.* New York: The Guilford Press.
3. Watson, T.S. & Steege, M.W. (2003). *Conducting School-Based Functional Behavioral Assessments: A Practitioner's Guide.* New York: The Guilford Press.

Suggested Materials

You will need access to any text/resource with a basic overview of behavioral and cognitive behavioral terms and concepts. Check the library or your own shelves for this reference. If you have difficulty finding an appropriate source, please let us know so we can assist.

Suggested Resources (available in Tammy's office)

1. Hibbs, E.D. & Jensen, P. (Eds.) (1996). *Psychosocial Treatments for Child and Adolescent Disorders: Empirically Based Strategies for Clinical Practice.* American Psychological Association.
2. Mash, E.J., & Barkley, R.A. (Eds.), (1998). *Treatment of Childhood Disorders (2nd Edition).* NY: Guilford Press.
3. Christophersen, E.R. & Mortweet, S.L. (2001). *Treatments That Work with Children: Empirically Supported Strategies for Managing Childhood Problems.* American Psychological Association.
4. Merrell, K. (2001). *Helping Students Overcome Depression and Anxiety: A Practical Guide.* New York: The Guilford Press.
5. Witt, J., Daly, E., & Noell, G. (2000). *Functional Assessments: A Step-by-Step Guide to Solving Academic and Behavioral Problems.* Colorado: Sopris West.
6. Barkley, R. (1997). *Defiant Children: A Clinician's Manual for Assessment and Parent Training, Second Edition.* New York: Guilford Press.

7. Hall, V. & Hall, M. (Eds.) (1999) *How to Manage Behavior Series*. Texas: Pro-Ed.
8. Kendall P. *Coping Cat Intervention Manuals* (Individual, Family and Group Guides)

Course Requirements

1. **Application Readiness Examination:** An exam covering theory and general application principles will be given during the fifth week of class. The purpose of this comprehensive exam is to determine individual and class levels of knowledge of cognitive and behavioral principals. Many of you have had prior undergraduate coursework in this subject area so it is expected that some material will be review for you. You will be given a concept and terminology guide to assist you in your review and preparation for this exam. Successful completion of this exam indicates your readiness to continue with application exercises and clinical cases. If you are not satisfied with your first performance on this readiness examination, you may retake a comparable exam after submitting an “intervention” plan for your preparation and studying. (15%)
2. **Self-Change Project:** You will design an individualized behavior or cognitive therapy intervention for yourself. This project will include: identifying and defining a specific behavior pattern that you wish to modify, collection of baseline data of behavior, designing a well-thought out, empirically supported intervention, determining goals of the intervention (i.e., acceptable change), implementation, monitoring and evaluation of the chosen intervention, and planning for generalization and maintenance of behavior change. A brief (e.g., 3-4 pages) typed summary of the above is required, including graphs of baseline data (or other visual representation), intervention data and post evaluation data. You must also include references that you used to justify the specific intervention chosen. As course instructors, we are available for consultation regarding your individual behavior project. You will also have opportunity during class time to discuss your self-change projects in your peer support group. Please note that a certain amount of self-disclosure will be important as we share these proposed projects with each other in class. (15%)
3. **Team-Taught Technique Demonstration:** The majority of the course will be devoted to cognitive and behavioral interventions for specific disorders and dysfunctional behaviors of childhood and adolescence. To enhance application skills, you will “team teach” (with one of us) a cognitive-behavioral therapeutic technique specific to a disorder to the class. This demonstration will be performed live in front of the class or can be videotaped for the class. Presentations will likely vary in length. The presentation will be developed in close consultation with us and will be coordinated with other class material. (*Thus you must please discuss your presentation with us in advance so we can coordinate material*). This technique demonstration should include a brief explanation of the case selected (you may construct an imaginary case scenario, choose one from your textbook, or use a real client from your own clinical work or your supervisor’s work) with respect to history of the presenting problem and rationale for selecting the

particular treatment strategy demonstrated to the class. You should be prepared to discuss your knowledge of the efficacy of the particular procedure you demonstrate. Handouts of the presentation (i.e., explaining steps demonstrated in the procedure and key references to support the interventions) should be provided for your classmates. You will be given the opportunity to “sign up” for specific disorders and presentation dates. We encourage you to select a disorder and intervention that *differs* from your actual case so that you will become knowledgeable and skilled in at least two interventions. (However, this is not a requirement). (20%)

- 4. Client Intervention Project: (Application, write-up and presentation)** This is probably the highlight of the course in terms of application. You are required to design, implement and evaluate a behavior or cognitive therapy project with a child or adolescent client in your practicum setting. So that this is a meaningful yet manageable intervention, you should select a child or adolescent who is already receiving special education services or is currently being considered for special services and is going through a formal functional behavioral assessment process. *You should consult with one of us either in person or via email before final acceptance of a client for the purposes of this course. As stated previously, we are available for consultation but clinical supervision rests with your site supervisor so please share guidelines for this project with them as soon as possible.* You will also write a detailed analysis of this project. The inclusion of adequate baseline, intervention, and post-intervention data is imperative to this project. There are multiple methods for data collection – discuss this with one of us to ensure appropriate methodology. A critical component of the case will focus on your analysis of the information gained from the entire process. Your write-up should include the following responses: 1) Were the ideal assessment measures utilized given the nature of the presenting problem? 2) Were the assessment and monitoring methods efficient? 3) Was the intervention effective with respect to desired outcomes? 4) Were treatment gains maintained? 5) Were there any barriers to the assessment process or intervention process? 6) Were there any barriers contributing to stabilization of treatment effects? Specific guidelines for this project will be provided in a separate handout. Note: If your practicum setting is a school system, you must obtain their specific guidelines for functional behavioral assessment (FBA) and apply this format to your case. During the last two weeks of class, you will present your case and intervention to the entire class in a formal presentation. Additional guidelines about these case presentations will be provided to you later in the semester. (20%)
- 5. Class Participation:** Please come to class prepared to participate and support your peers. We realize that “some days are better than others” but we do expect active engagement, lively discussion and professional courtesy for each other. (20%)
- 6. Final Examination:** There will be no in-class or take home traditional final exam in this class. Instead, you are expected to compile an intervention reference guide for your future use. This intervention guide can include handouts from technique demonstrations, interventions you discovered from your classmates’ self-change project, techniques you highlighted from your readings throughout the semester,

and interventions you used with particular clients. The goal is for you to produce a use-friendly guide that you can return to in later practice when confronted with a particular disorder or dysfunctional behavior pattern. Please hand in your guide to one of us on the day of the schedule examination for my review. (10%)

Grading

Application Readiness Examination 15%
Self-Change Project 15%
Technique Demonstration and Handout 20%
Client Change Project 20%
Final Examination 10%
Participation 20%

A = 90-100%
B+= 87-89%
B = 80-86%
C = 70-79%
F =<69%

Honor Code

All work for this course is honor work and students are expected to abide by the JMU Honor Code as stated in the current Student Handbook. This means that students may not give nor receive any unauthorized assistance on tests or assignments. Remember, plagiarism is any written work is a violation of the Honor Code. All material obtained from other resources must be appropriately referenced. Please consult with me if you have concerns as the semester proceeds.

Note: This is a tentative schedule and is thus, subject to change. We will keep you posted as to any changes. Also, please note the range of material that can be presented in class is limited and that all aspects of the reading material may not be directly covered in our weekly class discussions. You are still responsible for all of the readings and should present questions or request clarification of material as needed. We are here to assist you as you learn and experience this course!

Note: If you have unique learning needs or want to request accommodations, please see me as soon as possible.

Course Schedule

DATE	TOPIC	READINGS
Aug 24	Introduction to Course/ Professional Goal Setting History of Behavior Therapy and CBT/Ethical	
Aug 31	Principles of Behavior Therapy	W&S Chpts 1-4 G&H Chpts 1-2
Sept 7	Principles of Cognitive Therapy	R&D&F Chpt 1 As assigned
Sept 14	Application in Schools: Functional Behavioral Assessments & Classroom Interventions	W&S 5-8
Sept 21	Application Readiness Exam Update on Self change and Progress on Client Intervention Case	
Sept 28	Attention, Hyperactivity and Impulse Control Disorders Technique Demos	R&D&F Chpt 2 Additional Readings
Oct 5	Oppositional Defiant Disorder Conduct Disorders Technique Demos	R&D&F Chpts 3 & 12 G&H Chpt 3
Oct 12	Depression Technique Demos	R& D&F Chpts 5 & 8 G&H Chpt 4
Oct 19	Fears, Anxieties and Phobias Technique Demos	R&D&F Chpts 6 & 7 G&H Chpt 4
Oct 26	Social Relationships Technique Demos	As assigned (Dodge chpt)
Nov 2	“Realities” of Change Peer Sharing	
Nov 9	Mental Retardation Autism Technique Demos	R&D&F Chpt 14 As assigned (Handen chpt)
Nov 16	Disturbances in Eating Substance Abuse Technique Demos	R&D&F Chpts 4 & 10
Nov 23	Case Presentations	
Nov 30	Case Presentations	
Dec 7	FINAL EXAM DUE	Bring reference guide by office 1:00-3:30