

Course Syllabus

- Title:** Cognitive Behavioral Psychotherapy – PSY 6340/7340: Section 001
- Term:** Spring 2012
Tuesdays and Thursdays: 9:30-10:45am
- Location:** University Hall – Room #1610
- Credit Hours:** 3
- Instructor:** Jon Elhai, Ph.D.
(419) 530-2829 (office)
Jon.elhai@utoledo.edu (e-mail)
www.jon-elhai.com
- Office Hours:** Tuesdays: 11am-12pm
University Hall (UH) – Room #1370
- Required Texts:** Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford Press. (ISBN #0898628474).
- Barlow, D. H. (Ed.) (2007). (Fourth edition). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. New York: Guilford. (ISBN: 978-1-59385-572-7).
- Pryor, K. (1999). *Don't shoot the dog*. New York: Bantam. (ISBN # 978-0553380392).
- Gula, R. (2007). *Nonsense: Red herrings, straw men, and sacred cows: How we abuse logic in our everyday language*. Mt. Jackson, Virginia: Axios Press. (ISBN# 9780975366264)
- Numerous articles referenced below. These articles can be downloaded from the following webpage:
<http://goo.gl/K7rA>
- NOTE: This webpage is a Google Docs webpage. If you have trouble accessing this page, you may need to log in (or, create, and then log in) to your Google or Gmail account. (If you do not have a Gmail account, you can sign up for one at no charge, at www.gmail.com)
- Optional/ Recommended Text** O'Donohue, W. & Fisher, J. E. (2009). *General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy*. Hoboken, NJ: Wiley. ISBN: 978-0470227770.

Course Description:

Presentation and exploration of the theory and techniques of cognitive-behavioral assessment and therapy. Emphasis on understanding the theoretical and empirical base for cognitive-behavioral interventions and implications.

This course combines lecture-based teaching, classroom discussion, audio- and video-taped presentations, role-plays demonstrations and exercises. Participation in discussion and exercises is expected. Interventions to be discussed include: behavioral conditioning, functional analysis, cognitive therapy, exposure therapy, behavioral activation treatment, mindfulness, acceptance and commitment therapy, and emotion regulation therapy.

Learning Objectives:

1. Students should specify the primary features of cognitive-behavior therapy (CBT), and the evidence to support them.
2. Students should describe the central tenants of several cognitive behavior theories.
3. Students should identify procedures used to assess, conceptualize and treat patients using CBT.

Course Policies and Procedures

1. Attendance: It is the responsibility of each student to attend all classes, take all exams, and turn in all assignments on time. **Please do not arrive late to class!**

Classroom Environment. It is expected that the classroom environment will be peaceful and respectful. Since it is distracting to have students use cell phones in class (for placing or receiving calls and/or text messages and email), **cell phone use in class is prohibited**.

2. Midterm Exam: There will be one take-home exam, with two weeks given to complete it. You will be given assessment and history data on a patient, and you will be instructed to develop a case formulation and treatment plan, based on cognitive behavior theory and therapy. Your report should include a short review of the empirical literature to support your theory and intervention, and a specific treatment plan tailored for the patient's needs (5-6 pages, in addition to a one-page bibliography). Submit via email to the Instructor by **Tuesday March 15 (25% of grade)**.

3. Assignments.

a. *Behavioral Experiment*. I am assigning you to conduct a behavioral experiment on yourself, a consenting adult, or a pet. The consenting adult can be a current client if you obtain your supervisor's permission. Essentially, you will need to gather baseline data on a target behavior, thought, etc., and develop an experiment designed to change the frequency/intensity of that behavior. Write up your results in a 3-5 page paper. Grades will be assigned based on the thoughtfulness and thoroughness of the experiment and not on whether the intervention actually works. The paper will be due toward the end of the semester – **by Thursday April 12 (25% of grade)**. Submit via email.

b. *Hierarchy*. Generate a fear and avoidance hierarchy for an actual or hypothetical client (1-2 pages). Design some exposure exercises to elicit the fear response from your client, **due Tuesday March 29 (5% of grade)**.

c. *Concept Paper*. Write a 2-4 page (references can take additional space), single-spaced, research proposal/concept paper for testing a CBT intervention in an empirical study or research grant (worth 25% of your final course grade). The study can involve such a design as a controlled case study, randomized clinical trial, or some other design. As is common for a grant proposal, include the following sections: 1) Specific Aims (one paragraph or so), 2) Background and Significance (describing the problem to be researched, previous relevant literature, how your proposed project will fill a gap in the literature, and the clinical or societal significance on the project), 3) Preliminary studies (discussion of any work you have already done that is loosely relevant to this project, be it your master's thesis, current dissertation work, or other work, if applicable), 4) Research Design and Methods (describing the proposed participants, instruments, procedures, data analyses, how you arrived at your sample size, how you intend to deal with missing data and missed sessions, hypotheses, etc.), and 5) Ultimate Goals (one paragraph) (no budget paragraph is needed, although is typically included at the end of a proposal). References may come from mental health, psychology and psychiatry journals or books (start by searching PsycInfo). No more than 1-2 (non-PsycInfo) internet references may be used. **Topics must be approved by the instructor beforehand**. Papers must be typed with a 10-12 pt. font, single-spaced, with .5 to 1 inch margins, and are due via e-mail by **April 27**. Papers may be submitted early for corrective feedback. APA format is required for references (Please consult with the APA's Publication Manual-6th Edition, or with the instructor if you are not familiar with APA style. Also, see the instructor's website-Links tab for APA style tutorials). Students will present the projects in class at the end of the semester (**oral presentations are during the week of April 23; papers are due April 26**). (25% of grade)

d. *Homework*. In addition to readings, you will often have a few homework assignments to complete. You will be instructed to complete the same types of homework assignments associated with behavioral techniques that

we assign to our patients. For example, I will ask you to self-monitor your behavior, thoughts, feelings, etc. These homework assignments will not be submitted for a grade, but instead will form the basis of discussion in class. Please complete these tasks honestly with the knowledge that I will not see these private events or require you to self-disclose to the class. You will have control of what you choose to or not to self-disclose.

Guidelines: Here is a list of questions I would like you to keep in mind in advance of a discussion we may have about a particular assignment. Please be prepared to discuss your experience along the lines of these questions:

1. What you found helpful about the intervention, if anything;
2. What you did not like about the intervention, if anything;
3. What, if anything, you learned that will help you use this intervention successfully in a clinical situation;
4. How long (total over the course of the week) you spent completing the assignment.

e. *Discussion/Participation.* Extensive classroom discussion about readings and lectures, and about the homework assignments is expected. Participation in role plays and exercises is expected (**20% of grade**).

f. *Plagiarism Tutorial.* You **MUST** complete a web-based tutorial on plagiarism as part of your work in this course. The completed tutorial is due by **April 26**. Failure to complete the tutorial by that date will result in obtaining an “F” in the course. To complete the tutorial, visit the following website:

<http://www.jon-elhai.com/courses/plagiarism-tutorial>

4. Grading:

Grading scale

A	93-100	A-	90-92	B+	87-89
B	83-86	B-	80-82	C+	77-79
C	73-76	C-	70-72	D+	67-69
D	63-66	D-	60-62	F	< 60

No other grades will be given except as noted above. If the student is doing poorly in the course, it is the student’s responsibility to drop or withdraw from the course before the appropriate deadline. If it is too late to drop or withdraw from the course, a mark of “Incomplete” will not be assigned; rather the student will be assigned the actual grade earned.

Late assignments will be deducted 10% per business day late.

5. Academic Honesty: Department of Psychology Statement on Academic Honesty - Academic honesty is expected from students enrolled in courses and programs offered by the Department of Psychology; violations of this expectation will not be tolerated.

Violations of the expectation of academic honesty include, but are not limited to:

- * Obtaining or attempting to obtain a copy of an examination prior to its administration.
- * The unauthorized use of study material or textbooks during an examination.
- * Obtaining unauthorized assistance from and giving unauthorized assistance to another individual during an examination or completion of an assignment.
- * Plagiarism in written assignments. Plagiarism includes: (a) using, copying or paraphrasing another author’s materials without appropriate acknowledgment through quotation and citation; (b) unauthorized collaboration in the preparation of reports, term papers, or theses.

In accordance with the Policy Statement in the University Catalog, instructors have the responsibility and right to bring cases of alleged dishonesty to department, college, and university administrative units. Students involved in academic dishonesty may expect to receive a grade of F on specific assignments, as well as in the course where the assignment was made.

Student Behavior - Students are expected to follow University policy with regards to proper conduct in the classroom, as detailed in the University of Toledo Student Handbook (See

<http://www.utoledo.edu/studentaffairs/dos/> for details.) Disciplinary action for violation of these policies will be decided on a case by case basis and will be in accord with University policy.

6. Class Communication: the Instructor will communicate to students by email about class announcements, changes to the course schedule (including class cancellations), and grades. **It is the student's responsibility to check their UT email account daily for such announcements.**

7. Additional Ground Rules: 1) Grade disputes must be submitted in writing in order to be considered. 2) Grievances about the course and/or instructor should be brought up with the instructor first in order to resolve the matter, prior to discussing the matter with the department/university's administration.

8. Office of Accessibility. Students registered with the Office of Accessibility for a disability must discuss possible accommodations with the Instructor during the first week of class in order to allow such accommodations to occur. All paperwork must be submitted to the Instructor during the second week of the course in order to allow accommodations.