

PSY 693: Cognitive Behavior Therapy Adult

University of Hawaii at Hilo

Course Number:

Class Location:

Class Time:

Instructor:

Office Hours:

Office Location:

Phone/Email:

Text:

David Barlow (2014). *Clinical Handbook of Psychological Disorders: A Step-by-step Treatment Manual*, 5th Edition, Guilford Press, New York.

Russ Harris. (2007). *ACT made simple*. New Harbinger.

Hayes, S. & Hofmann, S. (2018). *Process-based CBT*. New Harbinger.

Additional Reading:

APA Task Force (2006). Evidence-Based Practice in Psychology. *American Psychologist*, Vol., 61, No. 4, 271-285.

Burkeman, O. (2016). Therapy War – Revenge of Freud, *The Guardian*, January.

Chambless, D. & Ollendick, T. (2001). Empirically supported psychological interventions: Controversies and evidence. *Annual Review of Psychology*, 52:685-716.

Dimeff, L. & Linehan, M. M. (2001). Dialectical Behavioral Therapy in a Nutshell. *The California Psychologist*, 34, 10-13.

Hayes, S. C. (2004). Chapter 1, Acceptance and Commitment Therapy and the New Behavior Therapies In *Mindfulness and Acceptance* edited by Hayes, S.C., Follette, V. M., & Linehan M. M.

Hayes & Hofmann (2017) *The third wave of cognitive behavioral therapy and the rise of Process Based Care*. *World Psychiatry*

Watson, D. & Tharp, R. (1997). Self-Directed Behavior. Chapter 4, *the Principles of Self-Regulation*

Westen, D., Novotny, C. M., & Thompson-Brenner, H. (2004). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings, and Reporting in Controlled Clinical Trials, *Psychological Bulletin*, Vol. 130(4), 631-663.

Course Overview: This course will provide an overview of cognitive behavior therapy (CBT) and adult psychological disorders that respond well to CBT. Theories concerning etiology of those disorders, rationale of CBT and various skills of cognitive behavioral treatments will be covered in this course. Students will have a semester long self behavior modification project where they can apply theory and skill of CBT to their own behavior change. The bio-psycho-social model and cross-cultural approaches will be emphasized throughout the course.

Course Objectives:

1. Learning the nature, prevalence, etiology, and treatment rationale for psychological disorders that respond well to CBT.
2. Understanding current theoretical models of abnormal behavior and its CBT

3. Becoming aware of current controversies and issues regarding evidence based treatment (EBT) and roles of CBT
4. Learning hands-on skills of CBT and achieving competence for clinical work.
5. Understanding bio-psycho-social basis and cultural foundations of abnormal behavior and its treatment.

Course Structure: A major part of this course will be in-class discussion, skills training and student presentations as well as lecture of the instructor. Therefore, students' active participation in discussions, presentations, and other class activities are essential. Don't be discouraged if you tend to be quiet. This class might be the opportunity for you to change yourself. Students are required to carry out a semester long behavior modification project where you can apply skills and theories of CBT to change your own behavior. Your behavior modification project can be "becoming more active in class"! Students are expected to read the assigned chapters every week, and the exam questions will be drawn from textbooks, presentations, classroom discussions as well as lecture. Students are expected to attend all the classes and arrive on time. Your grade will be determined based on class attendance and participation, two in-class exams, two short presentations on behavior modification project, and an individual presentation.

Behavior Modification Project: Students are required to carry out a semester long self behavior modification project where students can apply theories and skills of CBT to change their own behavior. Details of the project will be discussed in the first class.

Behavior Modification Presentations: Students will have two short presentations about their behavior modification project: one at the planning stage and another as a report of results. Each presentation will last about 20 minutes. The first presentation in the planning stage should have well defined goals, strategies, assessment and monitoring methods, analysis of problem behavior, and a good definition of success of the project. The second presentation should include plans, process, monitoring and assessment results, all the related tables and graphs, outcome, troubleshooting process, discussion and references. More details of the presentation will be discussed in class.

Exam: There will be one in-class examinations administered. No make-up exams will be administered. The exams will be composed of short answers, essays and possibly a few multiple choice questions. More details will be announced in class.

Class Presentation: Each student will present to the class on one of the CBT or ACT methods introduced in the texts. Presentations should be more of a workshop style rather than a lecture. It should include the following components: (a) review of the CBT package or ACT method (b) how and why different groups (e.g. in countries other than the U.S., women, elderly, low income group, ethnic minorities in the U.S., etc.) might respond to the treatment differently, (c) real life examples of the treatment such as case vignettes, role plays or video clips, (d) leading role plays engaging the whole class as a practice of the therapy method presented. Presentations will be about 90 minute long including the time when the presenter will lead the about 30 minute long in-class discussion and role play practice. Additional guidelines will be discussed in class.

Assignment	Points
Class Attendance & Participation	100
Behavior Modification	100
Exam	150
Class Presentation of treatment methods	150
TOTAL POINTS	500

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Points	470-500	450-469	430-449	410-429	400-409	380-399	360-379	350-359	330-349	310-329	300-309	<300

Promoting an Effective Learning Environment: To promote an effective teaching and learning environment for you, your classmates, and your instructor, please (a) turn off cell-phones unless you have a very good reason for leaving them on, (b) do not surf the Internet, send text messages, or check your email/IM/FB during class, and (c) do not carry on private conversations with classmates during lectures or group discussions.

Academic Integrity: Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php. I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination.

Should I have reason to suspect that academic dishonesty has occurred; I will have to conduct an investigation and/or may refer the matter to the Dean's Office for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University (Please see the discussion of Academic Dishonesty in the UHH Catalog).

SUPPORT AVAILABLE FOR STUDENTS

Link to document that can be added to syllabi:

<http://go.hawaii.edu/zAf>

ACADEMIC ADVISING

Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards

graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

ACADEMIC SUCCESS

Kilohana: The Academic Success Center provides a range of free, drop-in academic services and resources to all currently enrolled UH Hilo students. Services include access to peer student staff from a range of academic majors, course related resources (handouts, practice exams, etc.) PC desktops with subject specific software, and study environments for individuals and small groups. Please check the Kilohana website at <https://hilo.hawaii.edu/kilohana/> for information, locations, and contact phone numbers for our various Centers on campus. You can also call 932-7287 (Karla Hayashi) or 932-7294 (Lindsay Heller) for more information.

DISABILITY SERVICES

Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Student Services Center E230, 932-7623 (V), 932-7002 (TTY), uds@hawaii.edu - as early in the semester as possible.

MENTAL HEALTH/SUICIDE PREVENTION

The UH Hilo community is committed to and cares about all students. Life at college can get complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties, family responsibilities, or diminished self-esteem. However, supportive services are available and effective. UH Hilo Counseling Services helps undergraduate and graduate students cope with difficult emotions and life stressors. Counseling Services is staffed by experienced, professional counselors, who are attuned to the diverse needs of all types of college students. The services are FREE and completely confidential. Find out more at

<https://hilo.hawaii.edu/studentaffairs/counseling> or by calling (808) 932-7465.

For immediate help, contact The Crisis Line of Hawaii [1-800-753-6879](tel:1-800-753-6879), the National Suicide Prevention Hotline [1-800-273-8255](tel:1-800-273-8255) (suicidepreventionlifeline.org), or text "Aloha" or "Hello" to the Crisis Text Line [741-741](tel:741-741).

TITLE IX

The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

Confidential Advocate: Destiny Rodriguez, destinyr@hawaii.edu, 932-7958

UH Hilo Counseling Services: SSC, room E-203, 932-7465

UH Hilo Medical Services: Campus Center, room 212, 932-7369

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support*, contact:

Libby Bailey, Title IX Coordinator: 932-7818,
libby.bailey@hawaii.edu

Jennifer Stotter, Director of the Office of Equal Opportunity & Deputy Title IX Coordinator: 932-7641, jstotter@hawaii.edu

Kalei Rapoza, Interim Vice Chancellor for Administrative Affairs, 932-7626, kaleihii@hawaii.edu

* Please note that you do not have to file a complaint with the University to receive institutional support or assistance.

As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to: <http://www.hawaii.edu/titleix>

Course Schedule:

Week	Date	Topic	Chapters B (Barlow) H (Harris) H & H (Hayes & Hofmann)	Exams/Activity
1		Introduction Overview of Behavior Modification Project		Discuss Presentation Schedule
2		EBT (Evidence Based Treatment) debates Process-based CBT	APA Task Force Burkeman Chambless, Westen, H & H 1	
3		Presentations of Behavior Modification Plan		BM Plan presentation
4		Post-Traumatic Stress Disorder (PTSD)	B2	
5		Panic Disorder (PD)	B1	
6		Unified Protocol for Emotional Disorders	B6	
7		Dialectical Behavior Therapy (DBT) for Borderline Personality Disorder (BPD)	B10, Dimeff	
8		Evidence-Based Relationships and Responsiveness for Depression and Substance Abuse	B15	
9		ACT (Acceptance and Commitment Therapy)	Hayes Harris 1,2,3,4,5	
10		ACT	Harris 6,7,8	
11		ACT	Harris 9,10,11	
12		SPRING BREAK		
13		ACT	Harris 13,14,15	
14		Process-based CBT	H & H 19, 20, 29	
15		Role Plays Exam (In-class)		Exam
16		Presentations of Behavior Modification Results		BM Result Presentation

Note: Syllabus may be changed at discretion of professor - Changes will be announced in class.