

## Psychology 480 — Spring 2024

### Applied Theories of Behavioral and Cognitive Therapies

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**Office hours:** Mondays 2-3 ONLINE ([Meier Office Hours Link](#); Password: UWSP)  
 IN-PERSON (Science D231) via appointment

I want to be available to meet with you when you need help. Please feel free to contact me as soon as issues arise. Before/after class, during office hours, and email are the best ways to reach me. I try to respond within 1 day of receiving your email, Monday-Friday. I do not answer emails on Saturdays.

*Note: It may be necessary to change parts of this syllabus to adapt to class circumstances. To allow necessary flexibility, Professor Meier reserves the right to change this syllabus as she deems necessary. Notice of such changes will be given in class or through email.*

#### **Course Information**

**Description:** Application of behavioral and cognitive theory and research in the remediation of psychological disorders and behavior problems, including such topics as operant conditioning, cognitive restructuring, desensitization therapies, token economies and biofeedback. Practical application of behavior principles included. Available for graduate credit as [PSYC 680](#).

**Credits:** 3

**Prerequisite:** PSYC 110, PSYC 200, PSYC 351, PSYC 401 and junior standing.

**Recommended:** PSYC 375

#### **Course Goals**

1. To apply behavioral and cognitive-behavioral therapies, including the study of the theories that inform treatment development and implementation.
2. Understand topics such as relaxation and mindfulness, exposure with and without response prevention, behavioral activation, emotion regulation, dialectical interpersonal skills, and cognitive restructuring.

Note: THIS CLASS IS NOT A SUBSTITUTE FOR PROFESSIONAL PSYCHOLOGICAL SERVICES. If you have attended therapy, you may find that your experience is different from the information discussed in class. I am acting only in the capacity of a college professor and will not enter a treatment-provider relationship with any student. If you find that class content brings up certain emotional or familial issues for which psychotherapy might be useful, I suggest contacting the UWSP counseling center (715-346-3553). Services are free for all students.

#### **Expected Instructor Response Times**

*Email.* I check my email daily, M-F. Most emails will receive a response from me within 24 hours (excluding weekends). I encourage general questions to be posted on the FAQ board (see below).

*Grading/Feedback.* Feedback on written submitted assignments (e.g., participation, exam short answers, papers), and exams will be provided within 1 week after the due date and often by the next class.

#### **Required Text, Videos, and Additional Readings**

1. Spiegel, M.D. & Guevremont, D.C. (2003). *Contemporary behavior therapy*. Belmont, CA: Wadsworth Thompson.
2. Additional readings and videos as assigned on the schedule below, available on Canvas

### **Electronic Resources**

*Canvas.* All course resources will be available on canvas including links to additional readings. Visit the site early and often. These updates will also be announced in class.

*Technical Requirements.* You will need to have regular (daily) access to a computer or tablet with (a) reliable high-speed Internet connection, (b) audio/sound, and (c) hardware and software capable of video streaming. You will need to have a browser compatible with Canvas and the ability to navigate Canvas and other common websites (like YouTube). Students are also expected to have access to software either freely available or through the UWSP Software Distribution Center including Adobe Acrobat Reader, Zoom, Microsoft Word and PowerPoint.

If you encounter issues with Canvas, please contact Canvas Support directly by clicking the Help Button (question mark inside a circle) located at the bottom of the left navigation bar in Canvas.

### **Course Learning Outcomes**

Students will be able to:

1. implement theoretical and applied cognitive-behavioral techniques
2. summarize the cognitive-behavioral explanations for psychopathology and their interventions.
3. demonstrate evidenced-based clinical decision-making behaviors.

### **My Expectations for Students**

- ✓ Attend class
- ✓ Complete portfolio assignments focused on developing skills
- ✓ Come to class on time and be prepared to actively participate in the class.
- ✓ Be respectful of, and open to, others' values, beliefs, and learning style.
- ✓ Turn in assignments on time and take exams on time.
- ✓ Work hard and put forth an honest effort.
- ✓ Ask questions when you have them; ask for help when you need it.
- ✓ To do well in the course, you must complete all assigned readings. At a minimum, read each chapter by the completion of their discussion in class. *Do not wait until the week before the test to read 3 chapters.* Research shows that this is an INEFFECTIVE way to learn and retain information.

### **Course Structure**

This course will use the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

### **What Students Can Expect from Me**

- ✓ I will come to class prepared, begin on time, and end on time.
- ✓ I will not lecture for the entire class period. Rather, I will take breaks to facilitate discussions, to illustrate concepts, show videos that demonstrate concepts, and structure activities in which students can learn from each other.
- ✓ I will create a classroom environment that is respectful; I will not tolerate disrespect.
- ✓ I will take all questions, concerns, and comments seriously and respond in a timely manner.
- ✓ I will provide helpful feedback on all assignments that are earnestly submitted. I reserve the right to *not* grade or comment on assignments that were only partially completed or otherwise show lack of effort.

**Attendance**

**Attendance is mandatory.** *If you choose to not attend class due to an unexcused reason, I will not provide you with notes, handouts, announcements, or any other materials that you missed because you did not attend.* You should get these materials from a classmate instead. Also, if you are late to class, you are responsible for getting the information you missed from a classmate and online. Participation points will be earned through in-class discussions. Missing opportunities to contribute in a meaningful way due to coming late or leaving early will also result in loss of points. Given the highly interactive, practice-focused nature of this class, and the condensed 8-week course, attendance is crucial to success.

If you miss class due to illness, including covid-19, **you must email me within 2 hours of class starting.** Alternative participation points will be assigned when advanced notice for sickness is provided. This policy is similar, if not more lenient, than would be expected at a job, particularly in human services (i.e., patients need advanced notice of cancellations from their therapist).

**Grading Breakdown (400 points possible)****Exams (90 points) – 3 exams worth 30 points each**

There are 3 exams, worth 30 points and no final exam. Exams will consist of 10-12 multiple choice questions (worth 2 points each), 1-2 short answers or fill in the blank (worth 3 points each), and 1 essay/applied question (e.g., 5-7 sentences long; worth 5 points each). Exam questions will be drawn from the text, lectures, and discussions and will be in the form of definitions, comparisons, identifying findings, and application of concepts. We will spend approximately 10-15 minutes reviewing the class period before each exam. Review guides will be posted at the beginning of a unit.

You will have 30 minutes to complete the exam. If you are unable to take the exam during the open times due to a university excused reason, please notify me at least 1 week before the exam for accommodations.

Tips for doing well on the exam

1. Attend all classes and actively participate
2. Review notes before and after class for a minimum of 10 minutes
3. Read chapters prior to covering the content in class and pay attention to concepts that overlap with the study guide
4. Re-read chapters after class and add details from the readings to your lecture notes
5. Take detailed lecture notes. If you print lecture slides ahead of time, make sure to add new comments to the slides during the lecture
6. Ask questions soon and often
7. Re-watch lecture videos posted online
8. Use the review guide throughout the unit and while studying for the exam

You are expected to take the exams at the assigned time and any exceptions must be discussed and agreed upon *before the exam begins*. Missing an exam for an excused reason, without making previous arrangements, can result in a 25% penalty for each day you fail to notify me about your situation. Missing an exam for an unexcused reason can result in a zero for the exam.

**Portfolio (245 points: 6 Assignments worth 20-75 points each)**

**You will complete recorded sessions, via Zoom or Google Meets, with a peer (“clients”) to practice implementing cognitive and behavioral techniques.** You will then complete a self-assessment of your performance. The “Intake” assignment will also serve as a mid-term paper involving a write up of your intake with the client. A sample intake will be provided.

Each student will show two recorded sessions in class for peer and professor feedback. By the end of the semester, you will have an excellent portfolio of exercises you completed that hopefully will be of use to you in the future. **Portfolio Assignments will be due before class on canvas.**

### **Participation Activities (65 points: 13 days worth 5 points each)**

This course is organized in a graduate student format. You will be expected to read materials and initiate class discussions. Your final course grade will be affected by both the quality and quantity of participation. I want you to participate in this course as a professional, which means being an active, engaged participant. **For those wondering how much is enough – each student should make *at least two* meaningful comments elaborating on the material per class session to earn 100%. *The best way to prepare for these discussions is to complete the assigned reading while taking notes on important concepts, watch assigned videos and answer video questions, and bring these notes to class.*** Showing your recorded session in class will also fulfill your participation requirement for that day.

### **Calculation of Final Course Grade**

<b>Item</b>	<b>Points</b>	<b>%</b>
Exams (total of 3 @ 30 points each)	90	22.5%
Portfolio Assignments (6 @ 20 – 75 points)	245	61.25%
PA 1: 10m Goal Setting (1) – 20 points		
PA 2: 10m Goal Setting (2) – 30 points		
PA 3: 15m Functional Analysis – 30 points		
PA 4: 30-45m Intake – 75 points		
PA 5: 15-20m Cognitive Restructuring 3 column – 40 points		
PA 6: 20-30m Cognitive Restructuring 5 column – 50 points (“Final”)		
Participation Activities (13 @ 5 points each)	65	16.25%
<b>Total:</b>	<b>400</b>	<b>100%</b>

### **Extra Credit**

Any extra credit opportunity will be discussed in class and will be available to the entire class – no extra credit opportunities will be provided on an individual basis.

### **Grading**

I grade using typical percentages; i.e. 93% and above of the total points is an A.

<b>A = 93%-100%</b>	<b>A- = 90%-92.9%</b>	<b>B+ = 88%-89.9%</b>	<b>B = 83%-87.9%</b>
<b>B- = 80%-82.9%</b>	<b>C+ = 78%-79.9%</b>	<b>C = 73%-77.9%</b>	<b>C- = 70%-72.9%</b>
<b>D = 65%-69.9%</b>	<b>F = ≤64.9%</b>		

### Summary of Course Meetings

*Any changes to this schedule will be announced in class and on Canvas.*

Date	Topic	Read	Assignments Due
Week 1 Tu 1/23	-Introduction to Behavior Therapy -Behavioral Model	Ch 1 & 3	
Th 1/25	-Behavioral Model - <i>Practice Goal Setting</i>		
Week 2 Tu 1/30	-Targeting Behaviors -Behavioral Assessment - <i>Review Recorded Sessions</i>	Ch 4 & 6	PA1: Goal Setting (1) due to canvas before class Thursday
Th 2/1	- <i>Practice F.A.</i> - <i>Review for Exam</i>		
Week 3 Tu 2/6	<b>Exam 1</b> Remaining Class time: Complete PA 2: Goal Setting (2) AND PA 3: Functional Analysis		
Th 2/8	-Accelerating Behaviors - <i>Review Recorded Sessions</i>	Ch 7	PA 2: Goal Setting (2) due to canvas before class Thursday
Week 4 Tu 2/13	-Decelerating Behaviors - <i>Review Recorded Sessions</i>	Ch 8 & 9	PA 3: Functional Analysis due to canvas before class Tuesday
Th 2/15	-Reinforcement + Punishment - <i>Practice Intake</i> - <i>Review for Exam</i>		
Week 5 Tu 2/20	<b>Exam 2</b> Remaining Class time: Complete PA 3: Intake		
Th 2/22	-Exposure Therapy: Brief/Graduated	Ch 10	
Week 6 Tu 2/27	-Prolonged Exposure - <i>Review Recorded Sessions</i>	Ch 11 & 13	PA 4: Intake due to canvas before class Tuesday
Th 2/29	-Cognitive Restructuring - <i>Practice Cognitive Restructuring 3 column technique</i>		
Week 7 Tu 3/5	-Third Wave Behavior Therapies - <i>Practice Cognitive Restructuring 5 column technique</i>	Ch 15	PA 5: Cognitive Restructuring – 3 column technique due to canvas before class Thursday
Th 3/7	-Third Wave Behavior Therapies - <i>Review Recorded Sessions</i> - <i>Review for Exam</i>		
Week 8 Tu 3/12	<b>Exam 3</b> Remaining Class time: Complete PA 5: Cognitive Restructuring - 5 column technique		
Th 3/14	- <i>Review Recorded Sessions</i> - <i>Semester Wrap-up</i>		PA 6: Cognitive Restructuring – 5 column technique due to canvas before class Thursday

*This syllabus and schedule are subject to change. Attend class regularly so you won't miss anything!*

## SYLLABUS SUPPLEMENT

### **Make up work for Legitimate Excuses:**

**Planned absences:** Class deadlines are a pre-arranged commitment. Deciding/scheduling to attend another engagement is a choice (eg., wisdom teeth surgery, hunting, family reunion, etc.). If you decide to schedule a non-immediate event during an exam/quiz time, you will not be able to makeup missed points or take quizzes/exams early. University excused pre-planned absences must be discussed with Professor Meier at least **one week** prior to planned absence (eg., sports events). Additional information on UWSP policy for missing class can be found at <https://www.uwsp.edu/dos/Pages/MissedClassGuidelines.aspx>

**Note:** if you have a chronic illness/need surgery/treatment that makes it probable that you will repeatedly miss class, please inform both me and the Disability Service and Assistive Technology offices at 715-346-3365, in the LRC. Disability Services is a great department that can inform your professors of a prolonged illness so that you will not have to discuss your health with each of your professors. Do this early in the term. **Don't miss more than a full week of class without informing your advisor or a professor of the problem.** If you need to withdraw from a class for medical reasons after the withdrawal deadline, contact Enrollment Services at 715-346-3300.

**Policy on Late Work:** Assignments should be turned in on time to Canvas. Late work is typically not accepted. Any accepted late work will be docked 25% for each day it is late, including the date it was due. Consult with me if you anticipate needing to turn in an assignment late.

**Incompletes:** If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an "incomplete" in the course. An "incomplete" should be reserved for the completion of a definable amount of work (for example, one term paper or one exam) that occurs near the end of the semester. An "incomplete" normally will not be used for making up in-class work; therefore, do not expect to sit in the class in a subsequent semester. If your request for an "incomplete" is approved, the instructor will inform you and the department chair of the work you need to complete and the due date. More information on the University's policy can be viewed at <https://www.uwsp.edu/dos/Pages/Incompletes.aspx>

**Scholastic Dishonesty:** We will use Canvas for all assignments which allows me to submit all work to TurnItIn. If you (1) report another person's published work verbatim (word for word) without placing it in quotation marks and providing a full citation including page numbers, (2) loosely paraphrase another's written work, making only occasional synonym substitutions but retaining the basic grammatical structure of the original (even if you include a reference citation), (3) submit another student's writing (or a loosely paraphrased version of it) as your own work, or (4) resubmit a paper you wrote for another course or for the same assignment in your second attempt at the same course (without explicit prior consent of the instructor), then you are guilty of plagiarism and this will be identified on TurnItIn. At my discretion, you may receive a final grade of zero on the assignment (without an opportunity to revise and resubmit it for credit).

In addition to the penalty, in all cases the incident will be reported to the Academic Affairs Office which maintains a file of such cases. A second instance within the same course may result in an automatic course grade of F. Multiple instances, especially across more than one course, may make you subject to expulsion from the University (at the discretion of the Academic Dean). Breaches of academic integrity and intellectual property rights are serious infractions and will not be tolerated. Please familiarize yourself with what constitutes plagiarism. When in doubt, err on the side of caution. Own your own ideas and words and give credit where it is due. Ignorance of the rules is not an acceptable excuse for breaking

them. More information on UWSP Academic Honesty Policy and Procedures can be found under UWSP 14.01 Statement of principles at <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

**Student's Right and Responsibilities:** Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below: <http://www.uwsp.edu/Admin/stuaffairs/rights/rightsChap14.pdf>

**Course Withdrawal:** Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at: <https://www.uwsp.edu/regrec/pages/calendars.aspx> and <https://www.uwsp.edu/regrec/Pages/Withdrawals.aspx>

**Student Conduct:** As a UWSP student, you are expected to adhere to the Board of Regents student conduct policies. The University strives for an environment that promotes academic achievement and integrity. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. More information can be found at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWSP Chapters 14 and 17, governing student academic and non-academic misconduct.

**Sexual Harassment:** As outlined in the UWSP Sexual Harassment Policy, sexual harassment is recognized as a violation of civil rights laws, U.S. Equal Opportunity Commission Rules and by the civil law courts (<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/prevention.aspx>). Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: 1) Submission to such conduct is made either as an implicit or explicit condition of an individual's employment, career advancement, grades, or academic achievement. 2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual. 3) Such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive working environment. Such behavior is unacceptable and will not be tolerated.

**Equity, Diversity, Equal Opportunity, and Affirmative Action:** The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>



**Disability Services and Accommodations:** UWSP is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university's campus wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Disability and Assistive Technology Center (DATC) is responsible for determining these accommodations. They provide services and assistance to enrolled students who are either permanently or temporarily disabled.

If you have, or think you have, a disability such as mental health, attention, learning, chronic health, sensory, or physical, please contact Disability Services. The registration process is a complex and lengthy (2-3 weeks). Start the process early by contacting Disability Services at 715-346-3365 or emailing [datctr@uwsp.edu](mailto:datctr@uwsp.edu) and/or by completing the a Request for Services found at <https://www.uwsp.edu/disability/Pages/default.aspx> If you are registered with Disability Services and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

**Mental Health and Stress Management:** You may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. UWSP has services available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <https://www.uwsp.edu/counseling/Pages/default.aspx> *Therapy and consultation services are free for registered students.* The Counseling Center is located on the 3rd Floor of Delzell Hall. The office is open from 8:00-4:30, Mon-Fri; Tele: 715-346-3553. Please schedule an appointment ahead of time.

**Academic Freedom and Responsibility:** Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact me (the instructor), the Department Chair (Dr. Craig Wendorf), your adviser, the associate dean of the college (Dr. Todd Good), or the Vice Provost for Faculty (Greg Summers). \* *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

### **Campus Resources:**

**The Tutoring-Learning Center** strives to maximize every student's learning potential through a variety of services. Trained peer tutors, consultants, and discussion will do everything within their power to increase their clients' knowledge of the subject. Individual tutoring and writing help are available. This resource is highly recommended for students who have struggled with writing in the past and can be a great resource for starting, finishing, and/or proofing papers. More information can be found at <https://www.uwsp.edu/tlc/Pages/default.aspx>.