

DRAFT - Please Comment

Behavior Therapy
PSY 7520
Steven Beach, Ph.D.
Spring, 2008

My Office: Rm. 510 Boyd GSRC - please stop by and see me (or e-mail)
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PLEASE NOTE: All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

My Objectives in putting together the syllabus were:

- 1) Exposure to the foundations of Empirically Oriented Therapeutic Practice in Clinical Psychology
- 2) Providing you with the ability to innovate in an empirical context.
- 3) Exposure to basic techniques and approaches commonly used in Empirically Oriented therapies
- 4) Exposure to empirically tested treatment packages
- 5) Increased ability to critically evaluate, discuss, and comment on clinical interventions
- 6) Increased ability to address issues of dissemination and prevention as well as remediation
- 7) Appreciation of diversity issues as they may apply to the implementation of Clinical Technique

Required books (available at the book store):

- 1) Barlow, D. H. (2008). Clinical Handbook of Psychological Disorders, fourth edition. New York: Guilford.
- 2) Beck, J.S.(1995). Cognitive Therapy. New York: Guilford.
- 3) Nathan, P. E., & Gorman, J. M. (2002). Treatments that work. Oxford Press: Oxford
- 4) Markman, H. J., Stanley, S. M., Blumberg, S. L., Jenkins, N. H., Whiteley, C. (2004). 12 hours to a great marriage. Jossey-Bass: San Francisco.

Two older books that may be relevant to this course:

- 1) Burns, D. D. (1989). The Feeling Good Handbook. New York: Plume.
- 2) Kendall, P. C., Butcher, J. N., Holmbeck, G. N. (1999). Research Methods in Clinical Psychology. New York: Wiley.

Please do all Readings before class so you can take part in class discussions led by your classmates. Two class members will be responsible for leading discussion of readings (I have assigned each of you to two classes – but please swap to create a better fit with your interests – assignments were done on an arbitrary basis). Class leadership on your two assigned days will count for 50% of your grade. You will present on the material and engage the rest of the class in discussion. The remaining 50% of your grade will be based on your responses to written assignments. Please pick two questions to answer from the selections in the syllabus.

Basic Issues

- I) Greetings, overview of class, goals, initial warm-up. (Jan. 8th). (Note: We will all go to Anne Shaffer's presentation at 3:30 and then review the course syllabus after that in room 104c, beginning at 4:45).

1. What is an Empirical Orientation to Psychotherapy and Behavior Therapy? What is the History of this approach?

2. What should we cover in this class on Empirically Supported Therapies? Come prepared to review and comment on the syllabus and suggest changes. What classes do you want to lead - I have assigned you leadership for two topics, but you can trade with others if you prefer.

3) Getting the additional readings

All readings that are not in your required texts are in widely available sources, but please let me know if you believe you will have any trouble finding them on Galileo.

5) Pick your topic and presentation dates

- II) Methodology of Outcome evaluation: Determining Levels of Empirical Support (Jan. 15th). (Steve Beach)

1. Kendall, et al. (1999). Therapy outcome research methods. Chapter 14.
2. Kazdin, A. E., & Bass, D. (1989). Power to detect differences between alternative treatments in comparative psychotherapy outcome research. JCCP, 57, 138-147. (Power to detect)
3. Hsu, L. M. (1989). Random sampling, randomization, and equivalence of contrasted groups in Psychotherapy outcome research. Journal of Consulting and Clinical Psychology, 57, 131-137. (Methodological Cont. to Clinical Research)
4. Chris-Cristoph, P. & Mintz, J. (1991). Implications of therapist effects for the design and analysis of comparative studies of psychotherapies. Journal of Consulting and Clinical Psychology, 59, 20-26. (Implications of Therapist effects)

Personality - an overview in the context of Behavior Therapy

Suggested Readings:

1. John, O. P. (1990). The "Big Five" Factor Taxonomy: Dimensions of Personality in the Natural Language and in Questionnaires. In L. A. Pervin (Ed.), Handbook of Personality. New York: Guilford. pp 66-100 * * * *
2. Millon, T. (1981). Disorders of Personality. New York: Wiley. Chapters 4, 9, 11 * * * *
3. Wallace, J. F. & Bewman, J. P. (2004). A theory based treatment for Psychopathy. Cognitive and Behavioral Practice, 11, 178-189.

What do people who self-identify as Empirically Oriented do? Three Illustrative Programs of Empirically Supported Therapy

- III. Behavioral Marital Therapy (Jan 22nd) (Max Gunther) (Note: We will all go to the job talk at 3:30 and then review the course syllabus after that in room 104c, beginning at 4:45 - class will end at 6:30).

- 1) Markman, H. J., Stanley, S. M., Blumberg, S. L., Jenkins, N. H., Whiteley, C. (2004). 12 hours to a great marriage. Jossey-Bass: San Francisco. (Chapters 1-2,4-8) (fighting for your marriage)
- 2) Barlow (2008) Chapter 16, 15
- 3) Ethics of Marital Therapy*

Written Assignment (answer one of the following):

1. In many areas of intervention, contextual variables such as religious beliefs or Ethnicity may influence outcomes. Using marital outcomes as an example, discuss the ways in which empirically oriented therapists can best integrate contextual variables and ethnicity into their clinical decision making. You may call for additional research but please do not have that be your entire answer

or

2. In many areas of clinical intervention dissemination is a critical issue. Please outline the issues and possible solutions to the problem of dissemination of empirically supported interventions. How can barriers to dissemination be overcome. You may focus primarily on issues related to having practicing clinicians use empirically supported techniques, but please address the issue of under treated populations and those who will not come for therapy.

(Paper due January 29th).

IV. Cognitive Therapy (January 29th) Erin Hartzell Alana Seibert

Beck (1995). Cognitive Therapy. New York: Guilford
Chapters 1-5
Chapters 6-11
Chapter 12-15

Personality Considerations: Cory Newman

V. DBT/Mindfulness (Feb. 5th) Colleen Sloan Kristel Thomassin

1. Barlow (2008). Chapter 9
2. Linehan work book *

See also <http://www.dbtselfhelp.com/> and
http://www.behavioraltech.com:80/resources/tools_consumers.cfm

Written assignment (answer one of the following) -

1. Compare and Contrast Cognitive Therapy and Mindfulness. What do you see as the unique advantages of each? Either argue that they are mostly similar, or else give examples of the way in which they diverge. (3-4 pages; due Feb 5th)

or

2. Critique both Cognitive Therapy and Mindfulness. Describe how both may be supplanted by newer developments in clinical psychology over the next 10 years. (3-4 pages; due Feb 5th)

Returning to Interventions for Specific Disorders

VI. Alcoholism and Cocaine Dependence (February 12th) Courtney Brown Eric Gaughan

1. Barlow (2008). Chapter 12 & 13
2. Finney, J. W., & Moos, R. H. (2002). Chapter 6 in Nathan & Gorman.
3. Chapter 5 in Nathan & Gorman 's Treatments that work.
4. Witkiewitz, K. & Marlatt, G. A. (2004). Relapse prevention for alcohol and drug problems: That was Zen, this is Tao. *American Psychologist*, 59, 224-235.

Question: What general lessons about effective intervention can be drawn from treatment of Alcohol and Cocaine Dependence? Discuss at a minimum the importance of primary and secondary prevention, treatment evaluation, and maintaining an empirical orientation to clinical practice. (3 pages - Paper due February 12th).

VII Depression (Feb. 19th) Hilary Harding Lauren Pryor

1. Craighead, W.E., Hart, A. B., Craighead, L. W., & Ilardi, S. S. (2002). Chapter 10 in Nathan & Gorman 's Treatments that work.
2. Chapter 11 in Nathan & Gorman 's Treatments that work.
3. Barlow (2008). Chapter 6,7, 8, 10

VIII) Panic Disorder (Feb. 26th) Marni Jacob Megan McCormick

1. Barlow (2008). Chapter 1
2. Stuart, G. L., Treat, T. A., Wade, W. A. (2000). Effectiveness of an empirically based treatment for panic disorder delivered in a service clinic setting: 1-year follow-up. JCCP, 68, 506-512 **this raises and addresses the question - "would the techniques you are learning work in the real world?"**

IX) PTSD (March 4th) Bonney Reed-Knight Erin Hartzell

1. Barlow (2008). Chapter 2
2. Discuss consequences of Trauma for personality

X) Social Anxiety and the Unified Perspective (March 18th) Kristel Thomassin Courtney Brown

1. Barlow (2008). Chapters 3, 5
2. Implications of social anxiety for personality and other psychopathology: Discuss Joiner's Model

Spring Break 10-14

XI) Obsessive-Compulsive Disorder (March 25th) Alana Seibert Marni Jacob

1. Barlow (2008). Chapter 4
2. Chapter 15 in Nathan & Gorman 's Treatments that work.
3. Chapter 16 in Nathan & Gorman 's Treatments that work.

XII) Schizophrenia (April 1st) Eric Gaughan Hilary Harding

1. Barlow Chapter 11
2. Nathan & Gorman, Chapters 7 and 8
3. Bolton et al. (2007). Developing psychological perspectives of suicidal behavior and risk in people with a diagnosis of schizophrenia: We know they kill themselves but do we understand why? *Clinical Psychology Review*, 27, 511-536.

Written Assignment (answer one of the following).

1. Why might some people want to offer interventions for anxiety disorders and depression that minimize the involvement of a therapist. Provide as many different reasons as possible. Then discuss the various way therapist time or amount of therapist contact per patient treated might be decreased. What are the most likely ways in which this might be accomplished?

or

2. What is the role of the manual in clinical practice? Describe the role of the manual in the empirically supported clinical practice and discuss it strengths and limitations. Discuss the way in which deviations from the manual may be consistent with good empirically supported practice.

(3-4 pages - Due April 8th)

XIII) Obesity and Eating Disorders (April 8). Megan McCormick Colleen Sloan

1. Barlow (2008). Chapter 14
2. Barlow (1993). Chapter 8*

XV) Behavioral Medicine (April 15th) Lauren Pryor Bonney Reed-Knight

1. Compas, et al. (1998). A sampling of research from Health psychology, *JCCP*, 66, 89-112.
2. Resnicow, K., Kilorio, C., Soet, J.E., Borrelli, B., Hecht, J., & Ernst, D. (2002) Motivational interviewing in health promotion: It sounds like something is changing. *Health Psychology*, 21, 444-451.
3. Turk, D. C., & Okifuji, A. (2002). Psychological factors in chronic pain: Evolution and revolution. *JCCP*, 70, 678-690.
4. Nathan & Gorman Chapter 23

XVI) Computer assisted intervention (April 22nd) Courtney Beard

Mathews and Macleod (2002). Induced Processing biases have causal effects on anxiety. *Cognition and Emotion*, 16, 331-354.

Cavanagh & Shapiro (2004) Computer Treatment for Common Mental Health Problems. *Journal of Clinical Psychology*, 60, 239-251.

Hirsch, C., Mathews, A., Smith, K., Clark, D. M. (2007). Facilitating a benign interpretation bias in a high socially anxious population. *Behaviour Research and Therapy*, 45, 1517-1529.

Final question:

How can you predict whether a treatment will work for a particular client with a particular set of problems who is presenting in your particular setting? Describe a “next generation” of treatment research designed to help better inform treatment and prevention delivery. (Due April 22nd).