

Course Syllabi  
Fundamentals of Behavioral Theory and Intervention  
EDP 384C, #10320  
Spring 2018  
Wednesday 1-4 SZB 432

Instructor: Sarah Kate Bearman, PhD  
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This course will provide an introduction to Behavior Therapy (BT), including the history and theoretical underpinnings, core assumptions of BT, and a survey of BT techniques commonly used in practice, with a particular emphasis on child and adolescent therapy. Students will also be introduced to the definition of empirically supported practice, and to the evidence base for behavior therapies for children and adolescents in clinics, schools and other settings.

General Course objectives:

1. To understand the theoretical underpinnings and historical context of behavior therapy.
2. To become familiar with the fundamentals of behavioral principles.
3. To be able to apply functional analysis to child and adolescent behaviors.
4. To be knowledgeable about scientifically supported behavioral interventions for common child and adolescent mental health problems.
5. To gain familiarity with common research methodology used in behavioral treatment research.

NASP Domains

This class addresses the following NASP training domains:

1. Data-based Decision-Making and Accountability (NASP 2.1)
2. Interventions and Mental Health Services to Develop Social and Life Skills (NASP 2.4)
3. Preventive and Responsive Services (NASP 2.7)
4. Research and Program Evaluation (NASP 2.9)

**Required Course Texts:**

O'Donohue, W.T., & Fisher, J.E. (Eds). (2009). *General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy*. New Jersey, Wiley & Sons.  
[available through library]

<http://utxa.ebilib.com.ezproxy.lib.utexas.edu/patron/FullRecord.aspx?p=427601>

Additional readings on Canvas and through the library.

## **Policies and Procedures:**

### *Attendance/Participation Policy:*

Students are expected to attend and actively participate in all classes. More than two absences will result in a final grade reduced by ½ a grade for each additional day missed. Please notify the professor or TA in advance if you are unable to attend a class/lab and make arrangements to make-up the work you miss. If sudden illness precludes you from providing prior notification and make-up work arrangements, please minimally contact the professor via email regarding your absence. Additionally, sending word with a classmate is appreciated. Cell phones should be turned off during class. Internet use of any kind is not permitted during class and will result in an automatic grade deduction of 3 points off of final grade.

### *Grading Policy:*

APA Style (6th Edition) must be used for *all* written assignments, particularly as relates to point of view, word choice, bias, citations, quotations, and editorializing. Students are strongly encouraged to familiarize themselves with the APA Publication Manual, Volume 6 <https://owl.english.purdue.edu/owl/resource/560/15/>

All assignments are due via canvas **by 5 pm on the day noted**; assignments received after the due date will receive a grade reduction by ½ a grade for each day it is late.

- A** (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 94-100; A-=90-93.
- B** (Above Average) will be given for work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)
- C** (Average) will be given for work that is of marginal quality for graduate students and/or shows significant errors of comprehension evidenced by a total course point value on assignments below 80.

## **SOURCES OF EVALUATION:**

Class Participation: I will make a subjective assessment of your class participation that will take into account the consistency with which you participate and the level of preparation and thoughtfulness your participation shows. Class discussions will typically be spoken discussions during class periods but will sometimes be in written form (online) both during and between classes. I will look for evidence that you are reflective and that you show respect and consideration for your fellow students. Many students feel uneasy speaking up in class; please do your very best to encourage yourself to speak up, but if you feel unwilling or unable to do this you can make up for it by showing your interest and engagement in comments expressed and by turning in a stellar performance in all written discussions (10% of course grade).

Brief Papers: There are 8 possible brief papers on assigned topics; **you must complete 5 of these**. Most will be thought papers that synthesize and comment upon a set of readings designed to stimulate thought, or respond to a particular question posed to the class. These papers must not exceed 2 pages, double-spaced (30% course grade), and should follow APA stylistic conventions (those who do not follow APA style will be penalized). These are due by 5 pm the day before the class. You have the opportunity to write an extra one to replace your lowest grade.

Discussion Questions: Each student will be responsible for developing three discussion questions for one assigned class. Discussion questions should be posted to Canvas by 5 pm the day prior to the assigned class, and should span the assigned readings and generate class discussion. In class, all students should be *prepared to respond to the discussion questions both orally and in writing* (10% of course grade).

Behavioral Self-Experiment: Each student will be asked to identify an observable behavior of their own to be modified (increased or decreased) and will develop a monitoring plan for that behavior, as well as an intervention plan based on the theories discussed in class and incorporating basic behavioral principles. Students will design and propose their behavioral self-experiment to Dr. Bearman (due no later than 3/7) and begin collecting data; a final write up including a functional model of the behavior, the intervention approach, relevant data and conclusions will be due on 4/24. The write-up should be no more than 3 pages, including tables or graphs. Students will present the results of their BSE to the class on 4/25 (20% course grade).

In-Class Exam: You will take an in-class exam that covers lecture material and course readings. Questions will be multiple choice, fill-in-the-blank, and short answer format (30% of grade)

### ***University Notices and Policies:***

**University of Texas Honor Code.** “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

**Use of E-Mail for Official Correspondence to Students.** Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical.

**Policy for students with documented disabilities.** Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259. If you require special

accommodations, please provide me with a letter at the start of the semester from the Services for Students with Disabilities office with a description of the requested accommodations.

**Religious Holidays.** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**Carrying of Handguns.** Students in this class should be aware of the following university policies:

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Please also review the following university policies regarding campus carry:
  - Overview: <https://utexas.app.box.com/v/cc-info-sheet-students>
  - Full Policy: <https://www.policies.utexas.edu/policies/campus-concealed-carry>
- I request that you please inform me if you intend to carry a handgun during course meetings. This information is requested because knowing which, if any, students are carrying handguns will help me to effectively coordinate a response to emergencies or threats to student safety. Disclosing this information is voluntary and at the discretion of the student.
- Per instructors' rights, the carrying of handguns is prohibited in my personal office

(i.e., SZB 254E). This information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

**Resources for Learning & Life at UT Austin.** The University of Texas has numerous resources for students to provide assistance and support for your learning:

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

DATE	TOPIC	READINGS	ASSIGNMENT/s
1/17/18	Intro and Overview	None	None
1/24/18	History and Theoretical Underpinnings of Behavior Therapy	<ol style="list-style-type: none"> <li>1. Thoreson, T.E., &amp; Coates, T.J. (1978). What does it mean to be a behavior therapist? <i>The Counseling Psychologist</i>, 7, 3-21.</li> <li>2. Eysenck, H. J. (1959). Learning theory and behaviour therapy. <i>Journal of Mental Science</i>, 105, 61-75.</li> <li>3. Craske, Chapter 3, part 1 pp. 19-39. [Craske, M.G. (2010). <i>Cognitive Behavior Therapy. Theories of Psychotherapy</i>. Washington, D.C., American Psychological Association.]</li> </ol>	<i>Paper 1: What does it mean to be a behavioral therapist? Summarize across the readings to highlight the aspects that unify behavior therapy.</i>
1/31/18	Behavioral Principles and Applications	<ol style="list-style-type: none"> <li>1. <b>O'Donahue et al., Chapter 2</b> [Drossel, Rummel, &amp; Fisher, (2009). Assessment and cognitive behavior therapy: Functional analysis as key process. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</li> <li>2. <b>O'Donahue et al., Chapter 66</b> [Ferguson, K.E., &amp; Christiansen, K. (2009). Shaping. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</li> <li>3. Reitman, D., &amp; Passeri, C. (2008). Use of stimulus fading and functional assessment to treat pill refusal with an 8-year-old boy diagnosed with ADHD. <i>Clinical Case Studies</i>, 7(3), 224-237. doi:10.1177/1534650107307476</li> </ol>	<i>Paper 2: Discuss the case study described in the article by Reitman &amp; Passeri (2008) in terms of the behavioral principles identified and employed.</i>
2/7/18	Behavioral Principles and Applications	<ol style="list-style-type: none"> <li>1. <b>O'Donahue et al., Chapter 25</b> [Wallace M.D., &amp; Najdowski, A.C. (2009). Differential Reinforcement of other behavior and differential reinforcement of alternative behavior. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</li> <li>2. Farmer, R. F., &amp; Chapman, A. L. (2016). Changing behavior by changing the environment. In , <i>Behavioral interventions in cognitive behavior therapy: Practical guidance for putting theory into action (2nd ed.)</i> (pp. 101-132). Washington, DC, US: American Psychological Association. doi:10.1037/14691-004</li> <li>3. Kearney, C. A. (2002). Case study of the assessment and treatment of a youth with multifunction school refusal behavior. <i>Clinical Case Studies</i>, 1(1), 67-80. doi:10.1177/1534650102001001006</li> </ol>	<i>Paper 3: Discuss the case study described in the article by Kearney (2002) in terms of the behavioral principles identified and employed.</i>
2/14/18	Common Elements of BT: Structure & Style, and Relationship	<ol style="list-style-type: none"> <li>1. Friedberg, R.D. &amp; Gorman, A.A. (2007). Integrating psychotherapeutic processes with cognitive behavioral procedures. <i>Journal of Contemporary Psychotherapy</i>, 37, 185-193.</li> <li>2. Persons, J. B., Davidson, J., &amp; Tompkins, M. A. (2001).</li> </ol>	

		<p>Structure of the therapy session. In , <i>Essential components of cognitive-behavior therapy for depression</i> (pp. 57-87). Washington, DC, US: American Psychological Association. doi:10.1037/10389-003</p> <p>3. Kazantzis, N., Whittington, C., Zelencich, L., Kyrios, M., Norton, P. J., &amp; Hofmann, S. G. (2016). Quantity and quality of homework compliance: A meta-analysis of relations with outcome in cognitive behavior therapy. <i>Behavior Therapy</i>, 47(5), 755-772. doi:10.1016/j.beth.2016.05.002</p>	
2/21/18		<p>1. Shirk, S.R., Karver, M.S., &amp; Brown, R. (2011). The alliance in child and adolescent psychotherapy. <i>Psychotherapy</i>, 48, 17-24.</p> <p>2. McLeod, B. D., Jensen-Doss, A., Tully, C. B., Southam-Gerow, M. A., Weisz, J. R., &amp; Kendall, P. C. (2016). The role of setting versus treatment type in alliance within youth therapy. <i>Journal Of Consulting And Clinical Psychology</i>, 84(5), 453-464. doi:10.1037/ccp0000081</p> <p>3. Brown, A., Mountford, V., &amp; Waller, G. (2014). Clinician and practice characteristics influencing delivery and outcomes of the early part of outpatient cognitive behavioural therapy for anorexia nervosa. <i>The Cognitive Behaviour Therapist</i>, 7doi:10.1017/S1754470X14000105</p> <p>4. Capaldi, S., Asnaani, A., Zandberg, L. J., Carpenter, J. K., &amp; Foa, E. B. (2016). Therapeutic alliance during prolonged exposure versus client-centered therapy for adolescent posttraumatic stress disorder. <i>Journal Of Clinical Psychology</i>, 72(10), 1026-1036. doi:10.1002/jclp.22303</p>	<p>Paper 4: Consider the readings for this week and last week. How do you think the structural and stylistic elements of CB might influence alliance, considering the results of the studies by McLeod et al (2016), Brown, Mountford, &amp; Waller (2014), and Capaldi et al. (2016))?</p>
2/28/18	Changing Contingencies for Child Disruptive Behavior: Increasing Positive Reinforcement	<p>5. <b>O'Donohue Chapter 51</b> [Moore, J. &amp; Patterson, G.R. (2009). Parent Training. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons]</p> <p>6. <b>O'Donohue Chapter 53</b>. Boggs, S.R., &amp; Eyberg, S.M. (2009). Positive Attention. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons]</p> <p>7. Harwood, M. D., &amp; Eyberg, S. M. (2006). Child-Directed Interaction: Prediction of Change in Impaired Mother-Child Functioning. <i>Journal Of Abnormal Child Psychology</i>, 34(3), 335-347. doi:10.1007/s10802-006-9025-z</p> <p>1. Melanie L. Jones , Sheila M. Eyberg , Christina D. Adams &amp; Stephen R. Boggs (1998) Treatment Acceptability of Behavioral Interventions for Children: An Assessment by Mothers of Children with Disruptive Behavior Disorders, <i>Child &amp; Family Behavior Therapy</i>, 20:4, 15-26, DOI: 10.1300/J019v20n04_02</p>	<p>Paper 5: Most behavioral parent training programs begin with an increase of positive parenting skills. Discuss the rationale for this, and any evidence to support this approach based on these readings.</p>
3/7/18	Changing Contingencies for Child Disruptive Behavior: Use of Punishers	<p>2. <b>O'Donohue Chapter 75</b>. [Friman, P.C. (2009). Time-out, Time-in, and Task-Based Grounding. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons]</p> <p>3. Breitenstein, S. M., Gross, D., Fogg, L., Ridge, A., Garvey, C., Julion, W., &amp; Tucker, S. (2012). The Chicago Parent Program: Comparing 1-year outcomes for African American</p>	<p>Paper 6: Discuss the use of parent training, and of time-out in particular, with different cultural groups.</p>

		<p>and Latino parents of young children. <i>Research In Nursing &amp; Health</i>, 35(5), 475-489. doi:10.1002/nur.21489</p> <ol style="list-style-type: none"> <li>1. Ho, J., Yeh, M., McCabe, K., &amp; Lau, A. (2012). Perceptions of the acceptability of parent training among Chinese immigrant parents: Contributions of cultural factors and clinical need. <i>Behavior Therapy</i>, 43(2), 436-449. doi:10.1016/j.beth.2011.10.004</li> <li>2. 4. Morawska, A. &amp; Sanders, M. (2011). Parental Use of time-out revisited. A useful or harmful parenting strategy? <i>Journal of Child &amp; Family Studies</i>, 20, 1-8.</li> </ol>	
3/21/18	Targeting Avoidance: Exposure	<ol style="list-style-type: none"> <li>3. <b>O'Donohue et al., Chapter 42</b> [Hazlett –Stevens, H., &amp; Craske, M.G. (2009). Live (In Vivo) exposure for anxiety disorders. In W.T. O'Donohue &amp; J.E Fisher, Eds. General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy. New Jersey, Wiley &amp; Sons].</li> <li>4. <b>O'Donohue et al., Chapter 31</b> [Zoellner, L.A., Abramowitz, J.S., Moore, S.A., &amp; Slagle, D.M. Flooding. In W.T. O'Donohue &amp; J.E Fisher, Eds. General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy. New Jersey, Wiley &amp; Sons].</li> <li>5. Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., &amp; Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. <i>Behaviour Research And Therapy</i>, 5810-23. doi:10.1016/j.brat.2014.04.006</li> <li>6. Kircanski, K., &amp; Peris, T. S. (2015). Exposure and response prevention process predicts treatment outcome in youth with OCD. <i>Journal Of Abnormal Child Psychology</i>, 43(3), 543-552. doi:10.1007/s10802-014-9917-2</li> </ol>	<i>Paper 7: Consider the articles by Craske et al (2014) and by Kircanski &amp; Peris (2015). How do these influence your understanding of exposure and the key aspects to consider when designing exposure tasks in therapy?</i>
3/28/18	Targeting Avoidance: Pleasant Events Scheduling and Behavioral Activation	<ol style="list-style-type: none"> <li>1. O'Donohue et al., Chapter 10 [Martell, C. (2009). Behavioral Activation for Depression. In W.T. O'Donohue &amp; J.E Fisher, Eds. General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy. New Jersey, Wiley &amp; Sons].</li> <li>2. Pass, L., Whitney, H., &amp; Reynolds, S. (2016). Brief behavioral activation for adolescent depression: Working with complexity and risk. <i>Clinical Case Studies</i>, 15(5), 360-375. doi:10.1177/15346501166454023.</li> <li>3. McCauley, E., Gudmundsen, G., Schloedt, K., Martell, C., Rhew, I., Hubley, S., &amp; Dimidjian, S. (2016). The Adolescent Behavioral Activation Program: Adapting behavioral activation as a treatment for depression in adolescence. <i>Journal Of Clinical Child And Adolescent Psychology</i>, 45(3), 291-304. doi:10.1080/15374416.2014.979933</li> </ol>	<i>Paper 8: Consider how a functional analysis might be used when designing a BA treatment for a child or adolescent.</i>
4/4/18	Treatment of repetitive behaviors	<ol style="list-style-type: none"> <li>1. Storch, E. A., Merlo, L. J., Lack, C., Milsom, V. A., Geffken, G. R., Goodman, W. K., &amp; Murphy, T. K. (2007). Quality of life in youth with Tourette's syndrome and chronic tic disorder. <i>Journal Of Clinical Child And Adolescent Psychology</i>, 36(2), 217-227. doi:10.1080/15374410701279545</li> <li>2. O'Donohue et al., Chapter 36 [Adams, A.M., Adams, M.A., &amp; Miltenberger, R.G. (2009). Habit Reversal Training. In W.T. O'Donohue &amp; J.E Fisher, Eds. General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy. New Jersey, Wiley &amp; Sons].</li> <li>3. White, S. W., Sukhodolsky, D. G., Rains, A. L., Foster, D., McGuire, J. F., &amp; Scahill, L. (2011). Elementary school</li> </ol>	<i>Paper 9. Discuss the possible treatment of Tics/Tourette's in schools. Why might that be important? What are some challenges to this approach?</i>



		teachers' knowledge of Tourette syndrome, Obsessive-Compulsive Disorder, & Attention Deficit/Hyperactivity Disorder: Effects of teacher training. <i>Journal Of Developmental And Physical Disabilities</i> , 23(1), 5-14. doi:10.1007/s10882-010-9209-x	
4/11/18	Skill Building: Problem-Solving & Relaxation	<ol style="list-style-type: none"> <li>1. O'Donohue et al., Chapter 54 [Nezu, A.M., Nezu, C.M., &amp; McMurran, M. (2009). Problem solving therapy. In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</li> <li>2. O'Donohue et al., Chapter 58 [Ferguson, K.E., &amp; Sgambati, R.E. (2009). Relaxation. . In W.T. O'Donohue &amp; J.E Fisher, Eds. <i>General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy</i>. New Jersey, Wiley &amp; Sons].</li> <li>3. Goldbeck, L. &amp; Schmid, K. (2003). Effectiveness of autogenic relaxation training on children and adolescents with behavioral and emotional problems. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 42, 1046-1054. Sukhodolsky, D.G., Kassinove, H., &amp; Gorman, B.S., (2001). Cognitive-behavioral therapy for anger in children and adolescents: a meta-analysis. <i>Aggression &amp; Violent Behavior</i>, 9, 247-269.</li> </ol>	
4/18/18	In Class Exam		
4/25/18	Class Presentations/ Catch Up	Class Presentations	Behavioral Self-Experiment
5/2/18	CBT and EBTs: The Evolution of the Revolution	<ol style="list-style-type: none"> <li>1. Michael A. Southam-Gerow &amp; Mitchell J. Prinstein (2014) Evidence Base Updates: The Evolution of the Evaluation of Psychological Treatments for Children and Adolescents, <i>Journal of Clinical Child &amp; Adolescent Psychology</i>, 43:1, 1-6</li> <li>2. Friedberg, R.D., Hoyman, L.C., Behar, S. et al. <i>J Rat-Emo Cognitive-Behav Ther</i> (2014) 32: 4. doi:10.1007/s10942-014-0178-3</li> <li>3. Chorpita, B. F., Rotheram-Borus, M. J., Daleiden, E. L., Bernstein, A., Cromley, T., Swendeman, D., &amp; Regan, J. (2011). The old solutions are the new problem: How do we better use what we already know about reducing the burden of mental illness?. <i>Perspectives On Psychological Science</i>, 6(5), 493-497. doi:10.1177/1745691611418240</li> <li>4. Smith, A. M., &amp; Jensen-Doss, A. (2016, October 24). Youth Psychotherapy Outcomes in Usual Care and Predictors of Outcome Group Membership. <i>Psychological Services</i>. Advance online publication. <a href="http://dx.doi.org/10.1037/ser0000115">http://dx.doi.org/10.1037/ser0000115</a></li> </ol>	