

## APPLIED BEHAVIORAL AND COGNITIVE PSYCHOLOGY

**Course Number:** PSYC-5356.001

**Course location:** BH-202

**Class Time:** Monday 4:20 p.m. to 6:50 p.m.

**Course Semester:** Fall 2022

**Instructor Email:** [susan.longley1@tamucc.edu](mailto:susan.longley1@tamucc.edu)  
(best method of contact)

**Instructor:** Susan Longley, Ph.D.

**Office Location:** BH 353

**Office Hours:** M 3-4 p.m.

TU & TH 11:00 a.m.-1:00 p.m.

**Office Phone:** 361-825-2314

### TEXTBOOKS/READINGS

Beck, J.S. (2021). *Cognitive Behavior Therapy: Basics and Beyond*. Third Edition. New York: Guilford Press

Barlow, D. H. (2021). *Clinical Handbook of Psychological Disorders: A Step-by-step treatment manual (6<sup>th</sup> Ed.)*  
New York: Guilford Press.

### BLACKBOARD (BB) WEBSITE

This course has a BB site. In the site you will find information relevant to class and will submit assignments. Lecture slides are also posted there, after the lectures. The site will also include additional required readings that are not in your texts, these readings include those noted on the course calendar in this syllabus and those announced in class.

### COURSE DESCRIPTION

The course will provide a comprehensive overview of empirically based treatments with a focus on what is broadly referred to as cognitive-behavioral therapy (CBT). The course foundation is a combination of classic and contemporary CBT model(s), principles, and skills. Behavioral, cognitive, and transdiagnostic paradigms are discussed in the context of the development and maintenance of psychiatric disorders; this will include the basic principles of learning and conditioning, the role of cognition, and emotional regulation. We will study both the proposed causes of disorders and how to structure the best available and most effective treatments. Treatment planning and interventions will include application of strategies to alter 'maladaptive behaviors, distorted cognitions, and emotional dysregulation.

### COURSE OBJECTIVES

1. Master basic behavioral, cognitive, and transdiagnostic paradigms
2. Integrate the relationship between causal mechanisms of mental disorders and CBT strategies
3. Appreciate how CBT models explain the development and maintenance of psychological disorders
4. Apply CBT principles to conceptualize patient problems and develop treatment plans
5. Recognize CBT in the context of evidence based psychological practice (EBPP)
6. Utilize correctly and competently administer beginning and intermediate CBT skill

### PARTICIPATION

Participation during class is mandatory. Students are expected to complete all readings prior to class, come prepared to answer the discussion questions, pose additional thoughts or questions related to that week's topic. For some class periods, a student or students may be designated as the "discussion leader" and will be expected to have questions and comments ready for the group. These will be assigned during the first week of class.

**GRADING**

Course Grading		
Grade	Percentage	
A	100	90
B	89.999	80
C	79.999	70
D	69.999	60
F	59.999	

**GRADED PROJECTS/COURSE REQUIREMENTS****Quizzes 4 @ 20 points each = 80 points)**

There will be two take-home quizzes. See course schedule for anticipated dates.

**Active Listening Assignment (20 points)**

Students will engage in an active listening assignment with an adult that is not a classmate. More details will be provided when the assignment is handed out in class

**Case Formulation and Treatment Plan (30 points)**

The ability to form an accurate case formulation and treatment plan are critical to conducting good cognitive-behavioral therapy. In groups of four you will develop a written case formulation and a treatment plan for the client described in a case scenario. The conceptualization will include a diagnosis and a CBT conceptualization of the disorder. Then, using the same case you will develop a treatment plan. The plan will formulate the client's problems and treatment goals. It will also include which CBT interventions you would select, as they relate to the case conceptualization. Detailed instruction will be given to you on the date indicated on the syllabus

**Review paper: Proposal, Annotated Bibliography, Presentation, & Paper (130 total points)**

You will provide a literature review of a specific CBT treatment application (e.g., postpartum depression). The area you choose should have only 6 to 9 primary treatment studies. Some ways to limit your studies is restrict the review to a particular population (e.g., women 20 to 40 years old), a particular time-frame (e.g., one decade—2004 to 2014), or a particular technique (e.g., thought suppression). The review will be performed incrementally as described below; the due dates for each step are listed on the syllabus.

**Step 1. Proposal (15 points).** The proposal is a 2-paragraph summary of the topic for your review paper. This proposal should describe the area that you chose. You will need to support your limits on the literature, the importance of the area you chose, the contribution to the CBT literature. You will also need to provide the references for the 6 to 9 primary treatment studies that you will incorporate into the review. I will give you approval to proceed with the paper based on this proposal or to suggest modifications.

**Step 2: Annotated Bibliography (30 points).** The annotated bibliography is a foundation for the paper and presentation. It is comprised of cogent, two paragraph summaries for each references. The references will include the six to nine primary treatment studies and the most significant background references. The background references will suggest why this particular application is important (e.g. prevalence of postpartum depression, impact on children etc.). Each summary of a reference will be identified using APA style (e.g., author (s), year published, article title, journal name, journal volume and pages). An example and a \grading metric will be provided on the D2L website

**Step 3: Presentation (25 points).** You will present your review paper to the class as a PowerPoint presentation. The combined presentation and the discussion should take 20-25 minutes of class time. Your task is to summarize and integrate the research for your classmates. In other words, you need to understand it well

enough that you can communicate the patterns that emerged from the studies. A key part of your grade will be on how well you perform this task both verbally and on the information of the PowerPoint slides. Slides with large amounts of unreadable information will count against you and a good rule of thumb is to use type that is *no smaller than 24 point*. Incorporating relevant video clips is encouraged.

**Step 4. Review Paper (60 points).** The review paper is the final product and will be 8 to 11 pages (minus the references and table) in length. The paper will include a title page, abstract, body, references, and table summarizing the studies. Your paper will provide a *critical* review about the status of the area of treatment that you chose for the proposal. You need to integrate, synthesize and evaluate, rather than simply summarize, the research findings. We will talk about the general format of a review paper in the class. An example for a different type of therapy, but of a similar scope, length and expected quality, will be posted on the D2L website. A grading metric will also be provided several weeks before the due date.

### **Discussion Leader (10 points)**

Each student will serve as a discussion leader for one week, during the semester. In this role, each student is responsible for reading all the required readings prior to class and emailing at least 2 discussion questions to the class and instructor by Monday at 10pm. These discussion questions should focus on integrating the readings, making connections to information previously learned in the program or in the course, asking about how the information can be used in future work, or eliciting personal experiences. During class, these questions will be posed and the Discussion Leader (s) and Instructor will lead a discussion.

## **GENERAL CLASS POLICIES**

### **Software Applications and Browsers**

During the first class we will have a technology demonstration and it is in your interests to attend. In addition, to that demonstration there are several forms of technology that should **not** be used in this class. These include several smartphone software applications (Mobile Apps) and a browser.

**Mobile Apps.** Please **do not use the GroupMe or Blackboard app.** GroupMe is not supported or recommended by TAMU-CC. It has been used to cheat, spread misinformation and to exclude people from group projects. Use only the tools in Blackboard for communication with your group. The BB app that you can download is not compatible with the version of BB used at TAMU-CC. The functionality of the BB app is limited, you will be **unable** to submit exams or assignments. Submit to BB only through the Chrome browser.

**Browsers.** There are a number of browsers available, but not all are compatible with BB. Use only the Chrome browser. If you use the Edge browser to submit your work, the submission will appear blank.

### **Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failing the assignment.

### **Classroom/professional behavior.**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to.

### **Class Discussion & Participation:**

You are expected to come to class & participate. This includes coming on time, completing the readings prior to class, and participating in discussion.

### **Late Work:**

A link for late assignments will be available after the deadline on the calendar has passed. Work that is turned in late will be deducted 10% for each day that it is late. An item will be considered one day late if it is handed in after the beginning of class up until 24 hours later. Each 24-hour increment will add another day late.

**Cell phones:**

Cell phones and texting are prohibited in class. They can be brought in but are to be kept in bags or in pockets and MUST be on SILENT mode.

**Laptop or Tablet Usage:** Bring your laptop or tablet to every class. Laptops may be used to take notes and to work on online assignments, in class. If you are engaging in non-class related activity on laptops points will be deducted from your grade.

**Attendance:** You will need to attend class to be successful. If you miss a class, it is your responsibility to discuss content you missed with a classmate and get notes.

**Contacting Me:** The best way to contact me is through email.

**Readings and assignments:** You are expected to come to class having completed all assigned readings.

**Attendance:** Students are expected to attend every class meeting unless there is a documented university sanctioned reason for being absent This reason will be accepted only if it is for a university sanctioned event. Personal plans that involved being absent and are not university sanctioned should be timed to not interfere with the course scheduled activities (e.g., exams).

*It is your responsibility to obtain any material missed during an absence from a classmates.* It is your responsibility to determine what happened in class during your absence.

**Assistance with Absences/Academic Difficulties:** Please contact the Student Assistance Coordinator if you are struggling due to extenuating circumstances. Further information available at:

<https://studentaffairs.tamucc.edu/StudentAssistance.html>

COURSE SCHEDULE				
Wk.	Date	Topic	Reading	Assignment) / In Class Activity (ICA) / Due Date (DD)/ Outside Class Activity (OCA)
			<b>Background</b>	
1	8/22	Overview EBP and EBT	Article #1 Evidence Based Practice Article 2: Evidence Based Treatment	Search for a meta-analysis
2	8/29	History and Basic Principles of CBT	Beck: Ch. 1 &2 Articles	
3	9/5	<b>LABOR DAY</b>	<b>NO CLASS</b>	
4	9/12	Assessment and Case Formulation: Specific Disorder	Beck: Ch 3	Case formulation for the case study

5	9/19	Assessment and Case Formulation: Transdiagnostic	Transdiagnostic Reading	
6	9/26	Treatment Planning Disorder Specific & Transdiagnostic	Beck	Take home quiz over weeks 1-5
7	10/03	Treatment Planning Disorder Specific & Transdiagnostic	Transdiagnostic Reading	
			The First Sessions & Basic Skills	
8	10/10	Developing a Therapeutic Relationship	Beck: Ch. 4 & 6	Role Play: Rationale to client and Exam #1
9	10/17	CBT Rationale: Disorder Specific & Psychoeducation	Beck Additional Reading Article #3 Psychoeducation	Role Playing CBT Rationale
10	10/24	CBT Rationale: Transdiagnostic Psychoeducation		
11	10/31	Structuring Sessions Establishing Goals Negotiating Session Agenda Homework	Beck: Ch. 10	Take Home Quiz Role Play: Structuring sessions Role Play: Establishing Goals
			<b>Advanced Skills</b>	
12	11/07	Dealing with Behaviors Behavioral Activation Exposure Self-monitoring		
13	11/14	Dealing with Cognitions Self monitoring thoughts Cognitive Restructuring Downward Arrow		
14	11/21	Dealing with Emotions		
15	11/28	Presentations		

16	12/05	<b>EXAM WEEK</b>		Take Home Quiz

## GENERAL UNIVERSITY POLICIES

### Disabilities Accommodations.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

### Academic Advising.

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call 361-825-3466.

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- **For all students with 0-45 hours earned you will be advised by the Islander Advising Center:** University Services Center (1st Floor), 361-825-3453.
- **For CLA students with more than 45 hours earned you will be advised by the CLA Academic Advising Office:** Faculty Center 148, 361-825-3466.

For all other colleges with more than 45 hours earned, you will be advised by the Advising Center that oversees your major:

- **College of Business: OCNR 120, 361-825-2653**
- **College of Education and Human Development: FC 201, 361-825-2662**
- **College of Nursing and Health Sciences: IH (3rd Floor), 361-825-2799**
- **College of Science and Engineering: CI 350D, 361-825-3928**

### Student Grade Appeals.

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at <https://www.tamucc.edu/governance/rules-procedures/index>. For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost.

### Dropping a Class.

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to University Center 324 and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. You may also submit a Power Form Signer online. Date is the last day to drop a class with an automatic grade of "W" this term.

### **Campus Emergencies.**

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus. For any emergency, dial the University Police Department (UPD) at **361-825-4444** or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.

- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to the nearest safe exit.
  - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
  - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
  - Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
  - The notifications include emails, text and pre-recorded messages, as appropriate.
  - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
  - Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
- Shelter in Place via Code Blue.
  - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
  - If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.
- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/>

### **Civil Rights Reporting**

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at [Samuel.ramirez@tamucc.edu](mailto:Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz at [Rosie.Ruiz@tamucc.edu](mailto:Rosie.Ruiz@tamucc.edu) ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

### **Limits to confidentiality.**

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.