

Psychology 282: Cognitive and Behavior Therapy *Course Syllabus*

Professor: Karen T. Carey, Ph.D.
Office: Thomas Administration Room 132
Office Phone: 559-278-2478
Email: karenc@csufresno.edu
Office Hours: By appointment

Required Text:

American Psychiatric Association. *Diagnostic and statistical manual of mental disorders- IV -TR*. Washington, DC: American Psychiatric Association.
Morris, R.J. & Kratochwill, T. R., Eds. (2008). *The practice of child therapy*. New York: Routledge.

Recommended Text

Additional readings will be provided.

Required materials: One steno notebook.

Course Description:

This course is intended to provide students with an introduction to therapy with children with an emphasis on cognitive and behavior therapy. Through didactic instruction and practicum experiences, students will develop an ability to conceptualize cases and intervene appropriately. Historical and current trends, research issues, and designs will also be included. Students will be provided with a foundation to begin applying cognitive and behavioral principles in shaping, managing, and modifying the behavior of children.

Course Objectives and Student Learning Objectives:

1. Students will describe and identify characteristics of individuals with DSM-IV-TR Diagnoses
2. Students will describe and explain the processes of cognitive and behavior therapy
3. Students will demonstrate through in-class and practicum experiences the Brief Cognitive Therapy process and how the information obtained can be utilized to develop and implement interventions for children and youth.
4. Students will demonstrate understanding of tools to assess emotional and behavioral issues in children and youth as well as demonstrate the ability to use the information to design interventions and write psychoeducational reports.
5. Students will be able to integrate information obtained from the Brief Counseling Process with information obtained from Behavior Ratings Scales.
6. Students will utilize technology to obtain information and resources for class and practicum assignments and will utilize technology to present information in reports and class.

Course Goals Linked to NASP Standards:

1. Data based decision making and accountability
2. Consultation and collaboration
3. Effective instruction
4. Socialization and developmental life skills
5. Student diversity in development and learning
6. School and systems organization, policy development and climate
7. Information technology

Course Prerequisites: A course in learning or behavior modification and permission of the professor, or admitted to the School Psychology Program.

Course Components: Psychology 282 consists of two interrelated activities:

1. in class lecture/discussion
2. practica experiences.

Classroom activities will provide the student with the theoretical and applied knowledge needed to use cognitive and behavior therapy in the field. Field based activities will provide the student with opportunities to apply what he/she has learned in class and make positive changes in the lives of children.

Each student will spend two full days in the schools. As a part of that practicum experience you will complete a number of requirements for this class that are outlined below. (Remember, afternoons are NOT ideal for practicum, so do not plan to do your practicum two afternoons per week.) Assignments of students to schools **will be made by the Professors in the School Psychology Program.** Please do not request a specific school; this experience is designed to provide you with information about the field. You must put in a minimum of 10 hours per week in the schools for a total of 150 hours for the semester. Students will be assigned to schools in order to gain entry into the schools and to gain first-hand knowledge about the role of the practitioner in the schools.

During the fieldwork experiences the student will conduct him/herself in a professional manner at all times. Dress and punctuality are critical issues and the student is expected to present him/herself as a professional when working in the schools. Each supervisor will complete an evaluation of the student that will be mailed directly to the Professor. Should a student fail to behave in a professional manner, the Professor and the student will discuss the issue and a determination will be made at that time as to whether or not the student will be allowed to continue in the School Psychology Program.

Course Ethics: CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, etc., who are observed are to be kept strictly **confidential**. Failure to adhere to this policy will result in a grade of F and dismissal from the course and the program.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term “cheating” not be limited to examination situations only, but

that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent or deceptive means” (CSU, Fresno, Faculty Handbook, 1990-91, p. 97).

–Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material (i.e., their intellectual property) so used as one’s own work” (CSU, Fresno, Faculty Handbook 1990-91, p. 97).

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university.

The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as related to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience of all students. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstation and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences in viewpoints or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct, which disrupts the learning process, shall not be tolerated and may lead to disciplinary action and/or removal from the class and the program.

Assignments: Class assignments are to be completed according to the Course Schedule (see attached). The Professor understands that students do become ill or life activities may interfere.

Therefore, you should plan your assignments in advance. Papers and observations written the night before they are due are easy to detect and are not your best work. Although the Professor understands, exceptions to the Course Schedule **will NOT be made.** If difficulties arise (i.e., you become ill) you should consider dropping the course. For any assignment that is turned in late, 10 points will be deducted **per calendar day.**

Practicum Experiences and Assignments:

1. Professional conduct and ethical behavior are expected at all times. Such issues include but are not limited to professional dress, punctuality, and tact during the field experience; the ability to accept constructive criticism and suggestions; interpersonal relationships with fellow students and the Professor (including respectfulness to the Professor); promptness in turning in assignments; and overall maturity, independence, and skill level. Again, unprofessional behavior will result in an individual meeting with the Professor, and a determination of the appropriate action will be made at that time. The total points available for professional behavior are 100 and the decision regarding how many points to award will be made by me, at the end of the semester, based on the above criteria
2. Attendance in class is mandatory. The School Psychology Program is a professional training program and just like having a job, attendance is expected, and you are expected to be on time. Attendance will be taken at each class session. If you are not going to be in class or you are going to be late, it is expected that you will call the Professor and notify her of your absence. Ten points will be deducted for each absence. Five points will be deducted for each time you are late to class. These points will be deducted from your final class point total.
3. Conduct five “therapy” sessions with a child. Each student will select a child based on referrals in their practicum sites and will conduct five individual sessions in addition to behavior observations, interviews, etc. These sessions will be audio taped and each tape must be turned in to receive credit for the session. You will need to get parent permission for the audiotapes to be made and shared with me. Please submit the permission forms with your tapes. No one else will have access to the tapes and the tapes will be erased following my review of them.
4. Conduct 10 assessments using the behavior rating scales learned in class and turn in the protocols. Most of the rating scales will be computer scored; the software is available on the test library computer.
5. Think Aloud Journals: The steno notebook will be used to record your thoughts, feelings, experiences, and overall analysis of the setting where you are working. The think aloud journal requires daily entries of structured observations within the school site and thoughts about observations, followed by a critical analysis and interpretation of the events, activities, and climate. These notebooks will be turned in three times during the semester.

Grading:

- **Professional conduct and ethical behavior** – Please see statement above under Practicum Experiences and Assignments.
- **Attendance** – Please see statement above under Practicum Experiences and Assignments.
- **One midterm examination** will be given during the semester. This exam will be worth 100 points. If a student misses the exam he/she will write a 30-page term paper with 25 references on a topic of the Professor’s choice.
- **One take home comprehensive final examination** will be given. The examination will be given to you during the last week of classes for the semester and returned on the Monday of finals week. This exam will be worth 200 points. **No exceptions will**

be made regarding the final exam. If you plan to fly home for the semester break, or go somewhere exciting, be sure to make arrangements far enough in advance so that flight schedules, etc., do not conflict with the final exam.

- The “therapy” sessions will be audio taped. Each audiotape will be worth 20 points. The final case write up must include observations interviews, etc. The write up of the case will be worth 200 points.

- Think aloud notebooks are due on the dates listed in the course schedule and will be worth 30 points at each of those times. The notebook will be submitted again at the end of the semester during the final week of class for 40 points resulting in the notebook being worth 100 points.

- Each student will be responsible for conducting a total of 10 assessments.

These are listed below:

Instrument	Number
a. Behavior Assessment System for Children	2
b. Social Skills Improvement System	2
c. Child Behavior Checklist	2
d. Conners Rating Scales	2
e. Attention Deficit Disorders Evaluation Scales	2

Each rating scale will be worth 20 points

2. Each student will present on a “topic of the week.” The presentation **MUST last 30 minutes** and should be on PowerPoint. The topic presentation will require that you review the research literature on the topic and find three intervention based research articles on that topic having to do with children. You will present the three interventions to the class. You will write a summary paper of these interventions. For credit you will need to present the interventions in class, the summary, and copies of the three research articles. Total points are 100.
3. Each student will present to the class his/her counseling case at the end of the semester. This presentation will be a review of the case including the reason for referral, target behavior, what was done, and the outcomes. This presentation is worth 100 points.

<i>Professional Behavior</i>	<i>100 points</i>
<i>1 Final Exam at 200 points</i>	<i>200 points</i>
<i>1 Write up of therapy case at 200 points</i>	<i>200 points</i>
<i>5 audiotapes at 20 points each</i>	<i>100 points</i>
<i>10 rating scales @ 20 points each</i>	<i>200 points</i>
<i>1 topic Presentation @ 100 points</i>	<i>100 points</i>
<i>1 presentation of counseling case</i>	<i>100 point</i>
<i>Think aloud</i>	<i>100 points</i>

TOTAL 1100 points

IT IS YOUR RESPONSIBILITY TO REVIEW THIS SYLLABUS AND OTHER ATTACHMENTS FOR AREAS IN WHICH POINTS MAY BE OBTAINED OR LOST. Points deducted for attendance will be deducted from your overall final point total.

Assignments: DSM – pps. 100-102
Readings to be provided
Topic Presentation 3: _

- 5** **Attention-Deficit Hyperactivity Disorder**
Assignments: M & K - Chapter 5
DSM – pps. 78 – 85; 91-94
Attention Deficit Disorders Evaluation Scales Manual
Topic Presentation 4: _
Obsessive Compulsive Disorders
Assignments: M & K – Chapter. 2
DSM – pps. 101 –105
Topic Presentation 5 : _
Childhood Anxiety, Fears and Phobias
Assignments: M & K – Chapter 4
DSM – pps. 110 – 115
Topic Presentation 6: ____

DUE: **Think Aloud Journal due**
Audiotape 1 due

- 6** **Childhood Depression**
Assignments: M & K, Chapter 3
DSM – pps. 339 - 350
Topic Presentation 7:
Somatic Disorders
Assignments: M & K – Chapter 8
DSM – pps. 95 – 100; 106 - 110

DUE: **Topic Presentation 8:**_
2 Rating scales due
Audiotape 2 due

- 7** **Posttraumatic Stress Disorder**
Assignments: M & K, Chapter 13
DSM – pps. 424 – 429
Topic Presentation 9:_____
Sexual and Other Abuse of Children
Assignments: M & K – Chapter 12
Topic Presentation 10: _
DUE: Audiotape 3 due
2 Rating scales due

CAMPUS CLOSED
FURLOUGH DAY

- 8** **Pervasive Developmental Disorder**

Rett's syndrome
Childhood Disintegrative Disorder
Topic Presentation 11:

Childhood Autism

Assignments: M & K – Chapter 9
DSM – pps. 75 –78

Topic Presentation 12:

Communication Disorders

Expressive Language
Mixed Receptive-Expressive Language Disorder
Phonological Disorder
Stuttering & Communication Disorder NOS

Topic Presentation 13:

Assignments: Readings to be provided

DUE: Audiotape 4 due
Think Aloud Journal Due
2 Rating Scales due

9 **FURLOUGH DAY**

10 **Eating Disorders**

Assignments: Readings to be provided

Topic Presentation 14:

Pica, Rumination

Tic Disorder

Tourette's syndrome, Chronic Motor or Vocal Tic Disorder,
Transient Tic Disorder, Tic Disorder NOS

Assignments: Review disk on Tourette's syndrome

Children Medically at Risk

Assignment: M & K – Chapter 11

DUE: Audiotape 5 due
2 Rating Scales due

11 **Other Disorders of Infancy, Childhood, or Adolescence**

Separation Anxiety Disorder
Selective Mutism
Reactive Attachment Disorder
Stereotypic Movement Disorder

Psychopharmacotherapy for Children and Adolescents

Assignments: M & K – Chapter 14

Prevention

Assignments: M & K – Chapter 15

DUE: 2 Rating Scales Due

12 Presentation of Cases

Wrap Up and Final Discussions

**“Therapy” case Due
Think aloud journal due
HAND OUT FINAL EXAM**

13 **FINAL DUE**