COUN 610 Cognitive Behavior Theories and Techniques

Instructor
Ellen K. Carruth, PhD, LMHC, NCC, ACS

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253-879-3785
206-605-5995 (cell)

Email
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Zoom Personal Meeting Room (for office hours)
Meeting ID: 729 529 5026
Password: counseling

Office Location
Howarth 327

Virtual Office Hours
Monday, 2:00 p.m.
Thursday, 8:00 a.m.

Virtual Class Time
Mondays 4:00-7:00

Course Description
This course is designed to enable students to understand and practice a variety of counseling skills that are primarily cognitive or behavioral in their focus. Interventions are studied in order of increasing complexity and comprehensiveness. Competency in these areas may be attained through the lectures, readings, videos, demonstrations, and “labs” (i.e., practice sessions) made available through this class.

Methods of Instruction
Methods of instruction primarily feature in-class, face-to-face learning with some asynchronous online coursework.

Course Objectives and Relationship to Program Goals
Students will begin to develop competency in those interventions shown on the course outline/schedule. This course addresses the following program goal:

- Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change.

CACREP Standards addressed in this class

<table>
<thead>
<tr>
<th>Counseling and Helping Relationships</th>
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<tbody>
<tr>
<td>5.a: theories and models of counseling</td>
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<tr>
<td>5.c: theories, models, and strategies for understanding and practicing consultation</td>
</tr>
<tr>
<td>5.h: developmentally relevant counseling treatment or intervention plans</td>
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<tr>
<td>5.i: development of measurable outcomes for clients</td>
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<tr>
<td>5.j: evidence-based counseling strategies and techniques for prevention and intervention</td>
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<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling</th>
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<tbody>
<tr>
<td>C.1.b: theories and models related to clinical mental health counseling</td>
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<tr>
<td>C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
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<thead>
<tr>
<th>School Counseling</th>
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<tbody>
<tr>
<td>G.3.f: techniques of personal/social counseling in school settings</td>
</tr>
<tr>
<td>G.3.h: skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</td>
</tr>
</tbody>
</table>

Fall 2021
## Course Schedule/Outline

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Topics</th>
<th>Readings/Assignments (what is due before class?)</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| Week 1       | • Course Introduction  
• Overview of content  
• Assignment Descriptions  
• Behavior Modification partner assignments | • **Read:** Work on your assigned readings for next week  
• **Do on your own:** “What’s your theoretical orientation” survey | F.5.A  
F.5.I  
F.5.J  
C.1.B |
| Week 2       | **LABOR DAY – NO CLASS MEETING** | • **Read:** Work on your assigned readings for next week  
• **Do on your own:** “What’s your theoretical orientation” survey | F.5.C  
F.5.J |
| Week 3       | • Principles of Behavior Therapy  
• Operant and Classical Conditioning  
• Problem Definition  
• Data Collection methods | • **Read:** Spiegler, Part 1 (Chapter 1-6)  
• **Read:** Seligman & Reichenberg, Chapter 15-16  
• **Do on your own:** Discussion Question One | F.5.C  
F.5.J |
| Week 4       | • Contingency Management/Operant Conditioning  
  - Techniques for increasing behavior  
  - Techniques for decreasing behavior  
• Partner work | • **Read:** Spiegler, Chapters 7-9  
• **Do with your partner:** Develop initial plan  
  - Describe the behavior  
  - Establish a baseline: decide on data collection method  
• **Watch on your own:** Temple Grandin | F.5.H |
| Week 5       | • Counterconditioning methods/Classical Conditioning  
  - Desensitization  
  - Flooding  
  - Aversive conditioning  
  - Exposure Therapies  
• Partner work | • **Read:** Spiegler, Chapters 10-12  
• **Do with your partner:**  
  - Determine goals  
  - Develop strategies  
• **Do on your own:** start working on film review, prepare for group consultation | F.5.C  
F.5.H  
C.3.B  
G.3.H |
| Week 6       | • Modeling/Assertion Training  
• Guest lecture: Dr. Amy Cummings-Garcia discusses Applied Behavioral Analysis  
• Partner work | • **Do with your partner:**  
  - Sign up for Live observations  
  - Implement interventions  
• **Do on your own:** finish up film review and consultation prep | F.5.H |
| Week 7       | • Group Consultation: Temple Grandin  
• Partner work | • **Read:** Spiegler, Chapters 13-15  
• **Read:** Seligman & Reichenberg, Chapters 12-13  
• **Do with your partner:**  
  - Continue to Implement Interventions  
  - Complete live observation 1 | F.5.C  
F.5.H  
C.3.B  
G.3.H |
| Week 8       | • Cognitive-Behavior Therapy  
• Partner work | • **Do with your partner:**  
  - Continue to implement interventions  
  - Complete live observation 1  
• **Complete on your own:** Mid-Term Exam | C.1.B  
C.3.B  
G.3.F |
| Week 9       | • Cognitive Therapy  
• Partner work | • **Read:** Seligman & Reichenberg, Chapters 14-15  
• **Watch on your own:** Treating Borderline Personality Disorder  
• **Do with your partner:**  
  - Assess functioning | C.1.B  
C.3.B  
G.3.F |
<table>
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</thead>
</table>
| Week 10 11/2/2020 | • Reviewing Thought-focused Treatment  
• Reviewing Action-focused Treatment  
• Partner work | • Optional: Submit Behavior Modification Project Rough Draft for feedback  
• Complete on your own: Discussion Question Two | C.3.B  
G.3.F  
G.3.H |
| Week 11 11/9/2020 | • Miscellaneous Techniques  
• Dialectical Behavior Therapy  
• Partner work | • Read: Spiegler, Chapters 18  
• Read: Seligman & Reichenberg, Chapter 17  
• Watch on Your Own: Donald Meichenbaum: Mixed Anxiety and Depression (66 minutes) | C.1.B  
F.5.H |
| Week 12 11/16/2020 | • Reality Therapy  
• Partner work | • Do with your partner: Sign up for live observation 2 | C.1.B |
| Week 13 11/23/2020 | • THANKSGIVING HOLIDAY – NO CLASS MEETING | • Read: Millner & Rollnick, Chapters 1-3 | |
| Week 14 11/30/2020 | • Motivational Interviewing/Transtheoretical Counseling  
• Partner work | • Do with your partner:  
• Complete on your own: Discussion Question 3 | C.1.B  
F.5.J |
| Week 15 12/7/2020 | • Mindfulness  
• Partner work | • Do with your partner:  
• Complete live observation 2 | |
| Week 16 12/14/2020 | • NO CLASS | • FINAL EXAM DUE  
• BEHAVIOR MOD PROJECT DUE | |

**Course Activities and Expectations**

**Requirements and Evaluation**

It is expected that students take responsibility for timely completion of reading and written work. It is the student’s responsibility to ensure that material submitted electronically has been received. If you do not receive confirmation of receipt, please contact the instructor. Practice sessions, small group discussions and general participation are as important as class lectures. They provide valuable professional experience and opportunities to demonstrate awareness of the impact of one’s behavior on others. Regular attendance and on-time arrival ensures optimal participation. The instructor reserves the right to consider these variables when assigning grades.

**Exam Schedule (25% of final grade)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>Mid-term exam (take-home)</td>
<td>10%</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final exam (take-home)</td>
<td>15%</td>
</tr>
</tbody>
</table>
Other assignments (75% of final grade)

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16</td>
<td>Behavior Modification Plan</td>
<td>25%</td>
</tr>
<tr>
<td>Week 7</td>
<td>Film Review and Group Consultation</td>
<td>25%</td>
</tr>
<tr>
<td>Week 7 or Week 8</td>
<td>Live Observation 1</td>
<td>10%</td>
</tr>
<tr>
<td>Week 14 or Week 15</td>
<td>Live Observation 2</td>
<td>10%</td>
</tr>
<tr>
<td>As assigned in schedule</td>
<td>Discussion Board Activities</td>
<td>5%</td>
</tr>
</tbody>
</table>

Assignment Descriptions

Week 16: Behavior Modification Project (25% of final grade):

Using principles of contingency management, you will work in and outside of class on modifying the behavior of your partner. The final report should include these elements:

- **Title page**: Give your study and informative name and include other elements, such as author.
- **Abstract**: Provide a very brief summary of what you did and what you found. Attend to the requirements for an abstract regarding length and content. Abstracts are very concise and formal.
- **Introduction**: Your first paragraph should explain why your project is important. Then summarize the results of four research studies that relate in some way to the problem that you have decided to tackle. It is unlikely that you will find studies that are directly related, but it is acceptable to use four that you can connect in some way. For example, they may use an intervention format that is like the one you have chosen. Devote no more than two paragraphs to each of the studies. Conclude with a few concise statements regarding the behavior you are attempting to change. Include a clear definition of your problem behavior.
- **Method**: Describe your participant and the interventions you used and why. Select from those presented under contingency management. You may use more than one intervention, and you may make more than one attempt to change the behavior. Possible interventions include:
  - Positive reinforcement
  - Negative reinforcement
  - Punishment
  - Reinforcing competing behavior
  - Extinction
  - Modeling
  - Implosion/flooding
  - Desensitization
  - Sensitization/aversive conditioning
• **Results:** Quantify the behavior and show what happened to it after you applied the intervention(s). Present these data on a graph. It may be appropriate to collapse data from more than one observation period in order to see a trend. It is important that the results be as clear as possible in order to see change or lack thereof. Be sure to distinguish baseline from post-intervention data.

• **Discussion:** What did you learn from this exercise? How do your findings relate to the studies that you cited earlier? If failure occurs, suggest probable cause(s) and change in strategy that you could implement if you had more time.

• **Reference List:** Cite the studies you included.

### Project Grading Rubric

<table>
<thead>
<tr>
<th>Standard not Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page is missing or too informal</td>
<td>Title is informative and clear</td>
<td>Title is informative and clear and all elements are present</td>
</tr>
<tr>
<td>Abstract does not address one or more of the important elements and/or is too long and contains unnecessary information.</td>
<td>Abstract is clear and concise and addresses the important elements.</td>
<td>Abstract is clear and concise and addresses the important elements. There are no unnecessary words or phrases.</td>
</tr>
<tr>
<td>It is difficult to understand or follow the information about research studies.</td>
<td>Descriptions of the research studies are clear and concise. They have some connection to the project.</td>
<td>Descriptions of the research studies are clear and concise, and they are carefully and thoughtfully connected to the project.</td>
</tr>
<tr>
<td>Problem statement is confusing, vague or too general or does not involve observable behavior.</td>
<td>Problem statement involves observable behavior and is clear and specific</td>
<td>Problem statement involves observable behavior and is clear and specific. It is simple and relatively easy to quantify. It appears to “get at the heart” of the problem.</td>
</tr>
<tr>
<td>There are significant problems with how the intervention was chosen and implemented.</td>
<td>Intervention is appropriate for problem and is correctly implemented.</td>
<td>More than one intervention is implemented if necessary. The intervention(s) are not overly complex and can be easily implemented.</td>
</tr>
<tr>
<td>Data are not clearly presented.</td>
<td>Data are clearly presented and appropriate for the problem; it is apparent what transpired. Graph is labeled.</td>
<td>Data are appropriate and clearly and elegantly presented. It is apparent what has transpired.</td>
</tr>
<tr>
<td>Conclusions do not clearly relate to the problem or are not well supported</td>
<td>Conclusions are well supported by the data. There are some connections made to the four studies.</td>
<td>Conclusions are well supported by the data and are particularly insightful. Connections to studies are thoughtful.</td>
</tr>
<tr>
<td>Reference list is missing or appears inaccurate.</td>
<td>Reference list appears accurate.</td>
<td>Reference list appears accurate and is correctly formatted.</td>
</tr>
<tr>
<td>There are flaws in organization.</td>
<td>Paper is well organized according to prescribed format. Sections are clearly labeled.</td>
<td>Paper is well organized according to prescribed format and there are no unexpected or abrupt shifts in topics.</td>
</tr>
</tbody>
</table>
There are variations from APA format standards.
Paper generally conforms to APA format standards with some minor exceptions.
Paper conforms completely to APA format standards.

Writing is not up to standard for graduate-level work. Errors are frequent and distracting. See editing key for specific concerns.
Writing is profession, and grammatical or other errors are sufficiently infrequent so as not to detract from the overall quality.
Writing is professional and polished.

In order to receive a grade of B or higher on the project you must meet standard on all of these criteria. Papers that receive a grade of A will generally have exceeded standard on all or most of these criteria. **If a standard is not met, the paper may be returned to the student for correction.** If it clear after reading the first page or two, that a paper has not been adequately edited or proofread, it will be returned immediately for further editing and proofing.

**Papers should be submitted electronically through Canvas; title your document using this format: “last name” project.** In previous years papers varied in length from 8 to 17 pages (mean = 10).

**Live Observations (20% of final grade)**

There are two live observations that you will complete with your partner.

The first observation will include both partners alternating playing counselor and client. You will be asked to work on problems identified by the instructor. You will demonstrate one or more contingency management intervention strategies. You and your partner will sign up for a 30-minute block of time with the instructor.

The second observation will include both partners alternating playing counselor and client. You will be asked to work on problems identified by the instructor. You will demonstrate one or more cognitive-behavior therapy intervention strategies. You and your partner will sign up for a 30-minute block of time with the instructor.

The criteria for grading will be explained prior to each examination but in general will correspond to the steps described on the lab sheet observation forms that will be distributed in class and posted on Canvas.

**Week Seven: Film Review and Group Consultation (25% of final grade)**

Student will watch the film, *Temple Grandin*. Student will complete an analysis of the main character in the film and propose an intervention plan for addressing identified behaviors. Students will share their intervention plans during group consultation. Details will be provided by the instructor.

**Discussion Board Questions (5% of final grade)**

Students will respond to three discussion board prompts throughout the semester. Discussion responses should be professional in nature, but do not require adherence to APA style. Your responses should be at least 150 words. Please see course calendar for specific due dates. Each discussion question will be answered in the Canvas discussion board.
Required Texts


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**UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES**

**University Mission Statement**

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

**Classroom Emergency Response Guidance**

Please review university emergency preparedness response procedures and a training video posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**Student Accessibility and Accommodations**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**University Diversity Statement**

Fall 2020
The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge
- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire
- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

We Act
- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.

Names and Pronouns
I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Bereavement Policy
Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use
Course materials are subject to the copyright law of the United States (Title 17 U.S. Code). They are for educational purposes only and limited to students enrolled in the course. Further reproduction or distribution is prohibited.

Academic Integrity
The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

Student Religious Accommodations
The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/. If you need a reasonable accommodation due to a religious holiday or organized religious activity, you must give me written notice within the first two weeks of class so that we can coordinate the accommodation. If you have questions about the policy, you may contact the University Chaplain. If you have a grievance about the application of the policy or the handling of your request for an accommodation, you may contact the Dean of the Faculty.