

PSYCH 6083 - PRINCIPLES OF BEHAVIOR THERAPY

Spring 2005

Mondays, 2:30 - 4:50

North Murray 202

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PREREQUISITE

Graduate standing in the clinical program of the Department of Psychology or consent of the instructor.

COURSE DESCRIPTION, OBJECTIVES, AND FORMAT:

This course is designed to enhance students' historical, theoretical, empirical, and technical understanding of behavior therapy. Although behavior therapy is relevant and widely used across the range of applied psychology (including the treatment of children, developmentally disabled, and the chronically mentally ill), the scope of this course will be mostly limited to behavior therapy typically delivered to adults seen in an outpatient setting. The class will cover both classic and contemporary approaches to behavior therapy, from the reciprocal inhibition approaches of Wolpe to new approaches arising out of a clinical behavior analysis perspective. In class activities will include lectures, discussions, video presentations and therapy simulations.

The primary objectives of this course are to provide the student with (a) an appreciation for theoretical models to guide case conceptualizations and treatment planning, (b) an appreciation for the technical aspects of behavior therapy in the context of theoretical models, and (c) the fundamental tools necessary to critically evaluate and learn new behavioral therapies. While this course will include introductory information about conducting behavior therapy, it is not a practicum in behavior therapy and is no replacement for supervised training in the various behavior therapies.

REQUIRED TEXTBOOK:

O'Donohue, W., Fisher, J. E., & Hayes, S. C. (2003). *Cognitive behavior therapy: Applying empirically supported techniques in your practice*. Hoboken, NJ: Wiley and Sons.

A variety of other journal articles and book chapters will be assigned, as listed on the attached class schedule. All required readings not available in the required text will be provided as PDF files on a CD-ROM. Some optional readings are texts or treatment manuals, and these will be available in the department mailroom or by request from the instructor.

I also highly recommend one (or both) of the following optional texts, although neither is not required. They will be helpful in planning many of the workshops and will be a valued resource for you in years to come. Both can be purchased directly from Guilford press, probably for a 50% discount:

Barlow, D.H. (2001). *Clinical handbook of psychological disorders* (3rd ed.). New York: Guilford.

Kazdin, A. E. & Wiesz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford.

STUDENT EXPECTATIONS AND GRADING

This is a graduate course, and my expectations are commensurate with that standing. I expect a high level of preparation, participation, and effort from each and every student and I expect all work turned in to represent your best effort. Everybody's experience (both yours as a student and mine as the instructor) can be enhanced by your contribution. Reading assignments each week are divided into two categories - required and optional. I expect each student to have *thoughtfully* (read: not just turning pages at midnight on Sunday night) read each required reading before the relevant class meeting and be prepared to discuss it. Optional readings are provided for your interest and information, and it is generally expected that you will read some of these from time to time. I use many of the optional readings when preparing my lectures for the course, so you may also use them as follow-up references if something interests you during a lecture.

Brief assignments (15%): Three brief assignments will be completed during the semester to allow for practice with feedback of some basic behavior therapy activities - behavioral case conceptualization, explaining a treatment rationale, and chain analysis of a problem behavior. Detailed instructions for completing these assignments will be provided in class.

Team presentation (30%): The team presentations are a major component of the course, and will be a major determinant of your grade. Four teams of students (in cooperation with the instructor), will make presentations on contemporary evidence-based cognitive-behavioral therapies. A separate handout will be provided that will describe this project in detail.

Team treatment "fact-sheet" and "quick-scan table" (15%): Each team will prepare a brief "fact-sheet" to accompany their team presentation and a "quick-scan table" summarizing published outcome research studies. Detailed instructions will be provided by the instructor.

Mid-term Exam (20%): A set of learning objectives (in the form of study questions) will be provided each week to help guide your reading for the following week. Questions for the midterm exam will be selected from this list (possibly with slight modifications, like combining two questions into one on the exam). The exam will be designed to promote the integration and application of course material.

Final Exam (20%): The final exam will be a take-home exam and will consist of "thought questions" based upon the course material. The questions will require a thoughtful integration of course material and personal ideas and insight to reflect your learning in the course. The due date of the exam will be negotiated near the end of the semester, but will be no later than the scheduled final exam time according to the University policies.

Grades will be calculated using the standard system of > 90% = A, 80-89% = B, 70-79% = C, 60-69% = D, and < 60% = F. I assume that every student in the course desires an A and will put in the necessary work to earn one, but an A is certainly not guaranteed.

CLASS LISTSERV

There is a listserv for the class that you will be automatically signed up for. The purpose of the listserv is to distribute course announcements and information via email and to facilitate out-of-class discussions of course material. Students are encouraged to open discussions on the listserv, and occasionally I may post discussion questions to the list we don't have time to get to in class.

NON-DISCRIMINATION POLICY

I support the University's policies on equal educational opportunity for all. Each student in the course can expect to be treated with respect by the instructor and fellow students at all times, and discriminatory behavior will not be tolerated. If you feel discriminated against in any way, please notify the instructor immediately.

COURSE SCHEDULE AND READINGS

Week 1
January 10

Introduction to Course

Historical Foundations of Behavior Therapy; Review of Behavioral Principles and Language

- OFH Chapter 1
- O'Donohue, W. (1998). Conditioning and third-generation behavior therapy. In W. O. O'Donohue (Ed.). *Learning and behavior therapy* (pp. 1-13). Boston, MA: Allyn & Bacon. <📄 O'Donohue (1998)>

Optional:

- Goldfried, M. R. & Davison, G. C. (1994), *Clinical behavior therapy*, New York: Wiley & Sons [Chapter 1] <📄 Goldfried & Davison, chapter 1>
- Craighead, L. W., Craighead, W. E., Kazdin, A. E., & Mahoney, M. J. (1994), *Cognitive and behavioral interventions: An empirical approach to mental health problems*. [Chapters 1 & 3] <📄 Craighead et al., chapter 1, ... chapter 3>
- Dobson, K. (2001), *Handbook of cognitive-behavioral therapies*, New York: Guilford [Chapter 1] <📄 Dobson, chapter 1>
- Pryor, K. (1984). *Don't shoot the dog! The new art of teaching and training*. New York: Bantam. [Book not available on CD]
- Thorpe, G.L., & Olson, S.L. (1997). *Behavior therapy: Concepts, procedures, and applications*. Needham Heights, MA: Allyn & Bacon. [Chapters 1 - 4] <📄 Thorpe & Olson, chapter 1, ...chapter 2, ...chapter3, ...chapter 4>
- Clark, D.M., & Fairburn, C.G. (1997). *Science and practice of cognitive-behaviour therapy*. Oxford, UK: Oxford University Press. [Chapters 1 & 2] <📄 Clark & Fairburn, chapter 1, ...chapter 2>
- Plaud, J. J., & Plaud, D. M. (1998). *Clinical behavior therapy and the experimental analysis of behavior*. *J. of Clinical Psychology*, 54, 905-921. <📄 Plaud & Plaud (1998)>

Week 2
January 17

Martin Luther King, Jr. Holiday Observance - No Class

Week 3
January 24

Research Design and Treatment Evaluation

- Borkovek, T. (1993). Between-group therapy outcome research: Design and methodology. In L. S. Onken, J. D. Blaine, & J. J. Boren (Eds.), *Behavioral treatments for drug abuse and dependence* [NIDA Research Monograph 137; pp. 249-289]. Rockville, MD: National Institute on Drug Abuse. <📄 Borkovek (1993)>
- Jacobson, N. S. & Truax, P. (1991). Clinical significance: A statistical approach to defining meaningful change in psychotherapy research. *J. of Consulting and Clinical Psychology*, 59, 12-19. <📄 Jacobson & Truax (1991)>
- Moher, D., Shulz, K. F., & Altman, D. (2001). The CONSORT statement: Revised recommendations for improving the quality of reports of parallel-group randomized trials. *JAMA*, 285, 1987-1991. <📄 CONSORT Statement (2002)>

Optional

- McGlinchey, J. B., Atkins, D. C., & Jacobson, N. S. (2002). Clinical significance methods: Which one to use and how useful are they? *Behavior Therapy, 33*, 529-550. <🔗 McGlinchey et al. (2002)>
- Beutler, L. E., & Moleiro, C. (2001). Clinical versus reliable and significant change. *Clinical Psychology: Science & Practice, 8*, 441-445. <🔗 Beutler & Moleiro (2001)>

Week 4
January 31

Empirically Supported Treatments and Evidence-based Practice

- Chambless, D.L., & Hollon, S.D. (1998). Defining empirically supported therapies. *J. of Consulting and Clinical Psychology, 66*, 7-18. <🔗 Chambless & Hollon (1998)>
- Levant, R. F. (2004). The empirically-validated treatments movement: A practitioner perspective. *Clinical Psychology: Research & Practice.* <🔗 Levant (2004)>
- Beutler, L. E. (2004). The empirically-validated treatments movement: A scientist-practitioner's perspective. *Clinical psychology: Research & Practice.* <🔗 Beutler (2004)>
- Rosen, G. M., & Davison, G. C. (2003). Psychology should list empirically supported principles of change (ESPs) and not credential trademarked therapies or other treatment packages. *Behavior Modification, 27*, 300-312. <🔗 Rosen & Davison (2003)>
- McCabe, O. L. (2004). Crossing the quality chasm in behavioral health care: The role of evidence-based practice. *Professional Psychology: Research & Practice, 35*, 57-579. <🔗 McCabe (2004)>
- Sackett, , D. L., Rosenberg, W. M. C., Muir-Gray, J. A., Haynes, R. B., & Richardson, w. S. (1996). Evidence-based medicine: What it is and what it isn't. *British Medical Journal, 312*, 71-72. <🔗 Sackett et al. (1996)>
- Barlow, D. (2004). Psychological treatments. *American Psychologist, 59*, 869-878. <🔗 Barlow (2004)>

Optional

- Chambless, D.L. et al. (1998). Update on empirically validated therapies, II. *The Clinical Psychologist, 51*, 3-15. <🔗 Chambless (1998)>
- DeRubeis, R.J., & Crits-Christoph, P. (1998). Empirically supported individual and group psychological treatments for adult mental disorders. *J. of Consulting and Clinical Psychology, 66*, 37-52. <🔗 DeRubeis & Crits-Christoph (1998)>
- Barlow, D.H., & Hofmann, S.G. (1997). Efficacy and dissemination of psychological treatments. In D.M. Clark & C.G. Fishburn (Eds.), *Science and practice of Cognitive-behaviour Therapy.* (pp. 95-117). New York: Oxford. <🔗 Barlow & Hofmann (1997)>
- Kazdin, A. E., & Weisz, J. R. (1998). Identifying and developing empirically supported child and adolescent treatments. *J. of Consulting and Clinical Psychology, 66*, 19-36. <🔗 Kazdin & Weisz (1998)>
- Erwin, E. (1999). How valuable are psychotherapy experiments?: The idiographic problem. *J. of Clinical Psychology, 55*, 1519-1530. <🔗 Erwin (1999)>

- ❑ Woody, S.R., & Sanderson, W.C. (1998). Manuals for empirically supported treatments: 1998 Update. [APA Div. 12 Task Force report] <📄 Woody & Sanderson (1998)>
- ❑ Borkovec, T.D., & Castonguay, L.G. (1998). What is the meaning of empirically supported therapy? *J. of Consulting and Clinical Psychology*, 66, 136-142. <📄 Borkovec & Castonguay (1998)>
- ❑ Hayes, S. C. & Gregg, J. (2001). Factors promoting and inhibiting the development and use of clinical practice guidelines. *Behavior Therapy*, 32, 211-217. <📄 Hayes & Gregg (2001)>
- ❑ Najavits, L. M. (1998). How to write a treatment manual. *Behavior Therapist*, 21, 177-178. <📄 Najavits (1998)>
- ❑ Stirman, S. W., DeRubeis, R. J., Crits-Christoph, P., & Brody, P. E. (2003). Are samples in randomized controlled trials of psychotherapy representative of community outpatients? A new methodology and initial findings. *J. of Consulting and Clinical Psychology*, 71, 963-972. <📄 Stirman et al. (2003)>
- ❑ Wampold, B. & Bhati, K. S. (2004). Attending to the omissions: A historical examination of evidence-based practice movements. *Professional Psychology: Research & Practice*, 35, 563-570. <📄 Wampold & Bhati (2004)>

Week 5
February 7

Behavioral Assessment and Case Formulation

- ❑ OFH Ch. 53
- ❑ Persons, J.B., & Davidson, J. (2001). Cognitive-behavioral case formulation. In K.S. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (pp. 86-110). New York: Guilford. <📄 Persons & Davidson (2001)>
- ❑ Linehan, M.M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. New York: Guilford. [pp. 258-264] <📄 Linehan (pp. 258-264)>
- ❑ Strosahl, K.D., & Linehan, M.M. (1986). Basic issues in behavioral assessment. In Ciminero, A.R., Calhoun, K.S., & Adams, H.E. (Eds.), *Handbook of behavioral assessment* (2nd ed., pp. 12-46). New York: John Wiley & Sons. <📄 Strosahl & Linehan (1986)>

Optional

- ❑ Morganstern, K.P. (1988). Behavioral interviewing. In Bellack, A.S., & Hersen, M. (Eds.), *Behavioral assessment: A practical handbook* (3rd ed., pp. 86-118). New York: Pergamon. <📄 Morganstern (1988)>
- ❑ Meichenbaum, D. (1978). A cognitive-behavior modification approach to assessment. In Bellack, A.S., & Hersen, M. (Eds.), *Behavioral assessment: A practical handbook* (2nd ed., pp. 143-171). New York: Pergamon. <📄 Meichenbaum (1978)>
- ❑ Nelson, R.O., & Hayes, S.C. (1986). The nature of behavioral assessment. In R.O. Nelson & S. C. Hayes (Eds.), *Conceptual foundations of behavioral assessment* (pp. 3-41). New York: Guilford. <📄 Nelson & Hayes (1986)>
- ❑ Kanfer, F. H. & Saslow, G. (1969). Behavioral diagnosis. In C. M. Franks (Ed.). *Behavior therapy: Appraisal and status* (pp. 417-444). New York: McGraw-Hill. <📄 Kanfer & Saslow (1969)>

- OFH Chs. 21, 68
- Kohlenberg, B.S. (2000). Emotion and the relationship in psychotherapy: A behavior analytic perspective. (pp. 271-289). In M.J. Dougher (Ed.), *Clinical behavior analysis* (pp. 11-25). Reno, NV: Context Press. <🔗 Kohlenberg (2000)>
- Kohlenberg, R. J., Kanter, J. W., Bolling, M. Y., Parker, C. R., & Tsai, M. (2002). Enhancing cognitive therapy for depression with functional analytic psychotherapy: Treatment guidelines and empirical findings. *Cognitive and Behavioral Practice, 9*, 213-229. <🔗 Kohlenberg et al. (2002)>
- Addis, M. E., & Carpenter, K. M. (2000). The treatment rationale in cognitive-behavioral therapy: Psychological mechanisms and clinical guidelines. *Cognitive and Behavioral Practice, 7*, 147-156. <🔗 Addis & Carpenter (2000)>
- Otto, M. W., Reilly-Harrington, N. A., Kogan, J. N., & Winett, C. A. (2003). Treatment contracting in cognitive-behavior therapy. *Cognitive and Behavioral Practice, 10*, 199-203. <🔗 Otto et al. (2003)>

Optional

- Kohlenberg, R. J., Kanter, J. W., Bolling, M., Wexner, R. Parker, C. & Tsai, M. (2004). Functional Analytic Psychotherapy, Cognitive Therapy, and acceptance. In S. C. Hayes, V. M. Follette, & Linehan, M. (2004). *Mindfulness and acceptance: Expanding the cognitive-behavioral tradition*. (pp. 96-119). New York: Guilford. <🔗 Kohlenberg et al. (2004)>
- Luborsky, L., McLellan, A.T., Diguier, L., Woody, G., & Seligman, D.A. (1997). The psychotherapist matters: Comparison of outcomes across twenty-two therapists and seven patient samples. *Clinical Psychology: Research & Practice, 4*, 53-65. <🔗 Luborsky et al. (1997)>
- Garfield, S.L. (1997). The therapist as a neglected variable in psychotherapy research. *Clinical Psychology: Research & Practice, 4*, 40-43. <🔗 Garfield (1997)>
- Strupp, H.H., & Anderson, T. (1997). On the limitations of therapy manuals. *Clinical Psychology: Research & Practice, 4*, 76-82. <🔗 Strupp & Anderson (1997)>
- Linehan, M.M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. New York: Guilford. [Ch 8, pp. 221-249] <🔗 Linehan, chapter 8>
- Ilardi, S. S., & Craighead, W. E. (1994). The role of nonspecific factors in cognitive-behavior therapy for depression. *Clinical Psychology: Science and Practice, 1*, 138-156. <🔗 Ilardi & Craighead (1994)>
- Kazdin, A. E., & Krouse, R. (1983). The impact of variations in treatment rationales on expectancies for therapeutic change. *Behavior Therapy, 14*, 657-671. <🔗 Kazdin & Krouse (1983)>
- Crits-Christoph, P. & Mintz, J. (1991). Implications of therapist effects for the design and analysis of comparative studies of psychotherapies. *J. of Consulting and Clinical Psychology, 59*, 20-26. <🔗 Crits-Christoph & Mintz (1991)>
- Steering Committee, Task Force on Empirically Supported Therapy Relationships (2001). Empirically supported therapy relationships: Conclusions and recommendations of the Division 29 Task Force. *Psychotherapy, 38*, 495-497. <🔗 Steering Committee, Div. 29>

Week 7
February 21

Exposure-based Treatments

- OFH Chs., 26, 33, 34, 60, 62, 69
- Carter, M.M., & Barlow, D.H. (1995). Learned alarms: The origins of panic. In W. O'Donohue & L. Krasner (Eds.), *Theories of behavior therapy* (pp. 209-228). Washington, DC: American Psychological Association. <📖 Carter & Barlow (1995)>
- Thorpe, G.L., & Olson, S.L. (1997). *Behavior therapy: Concepts, procedures, and applications*. Needham Heights, MA: Allyn & Bacon. [Ch. 2, Classical conditioning principles and anxiety-reduction procedures, pp. 31-56.] <📖 Thorpe & Olson (1997), chapter 2>

Optional

- McAllister, W.R. & McAllister, D.E. (1995). Two-factor theory: Implications for understanding anxiety-based clinical phenomena. In W. O'Donohue & L. Krasner (Eds.), *Theories of behavior therapy* (pp. 145-176). Washington, DC: American Psychological Association. <📖 McAllister & McAllister (1995)>
- Craske, M.G., Barlow, D.H., & Meadows, E.A. (2000). *Mastery of your anxiety and panic (MAP-3; 3rd ed.)*. *Therapist guide for anxiety, panic, and agoraphobia*. New York: The Psychological Corporation. [Book not available on CD]
- Bouton, M. E., Mineka, S. & Barlow, D. H. (2001). A modern learning theory perspective of the etiology of panic disorder. *Psychological Review*, 108, 4-32. <📖 Bouton et al. (2001)>
- Abramowitz, J. S., Foa, E. B., & Franklin, M. E. (2003). Exposure and ritual prevention for obsessive-compulsive disorder: Effects of intensive versus twice-weekly session. *J. of Consulting & Clinical Psychology*, 71, 394-398. <📖 Abramowitz et al. (2003)>
- Feeny, N. C., Hembree, E. A., & Zoellner, L. A. (2003). Myths regarding exposure therapy for PTSD. *Cognitive and Behavioral Practice*, 10, 85-90. <📖 Feeny et al. (2003)>
- Resick, P. A., Nishith, P., Weaver, T. L. Astin, M. C. and Feuer C. A. (2002). A comparison of Cognitive-Processing Therapy With Prolonged Exposure and a waiting condition for the treatment of chronic Posttraumatic Stress Disorder in female rape victims. *J. of Consulting and Clinical Psychology*, 70, 867-879. <📖 Resick et al. (2002)>

Week 8
February 28

Social Learning Theory: Skills Training and Cognitive Interventions

- OFH Chs. 4, 14, 15, 16, 17, 36, 56
- Hollon, S. D., Thase, M. E., & Markowitz, J. C. (2002). Treatment and prevention of depression. *Psychological Science in the Public Interest*, 2, 39-77. <📖 Hollon et al. (2002)>

Optional

- Goldfried, M. R. & Davison, G. C. (1994), *Clinical behavior therapy*, New York: Wiley & Sons, (Chapter 7) <📖 Goldfried & Davison., chapter 7>
- Linehan, M.M. (1993). *Skills training manual for treating Borderline Personality Disorder*. New York: Guilford. [Chs. 2 & 4] <📖 Linehan, chapter 2, ...chapter 4>
- Persons, J. B., Davidson, J., & Thompkins, M. A. (2001). *Essential components of cognitive-behavior therapy for depression*. Washington, DC: American Psychological Association. [Chapters 5 & 6] <📖 Persons et al. (2001), ch. 5, ...ch. 6>

- DeRubeis, R.J., Tang, T.Z., & Beck, A.T. (2001). Cognitive therapy. In K.S. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (pp. 349-392). New York: Guilford. <🔗 DeRubeis et al. (2001)>
- Meichenbaum, D. (1977). *Cognitive-behavior modification: An integrative approach*. New York: Plenum. [Ch. 6] <🔗 Meichenbaum, chapter 6>
- Linehan, M.M. (1993). *Skills training manual for treating Borderline Personality Disorder*. New York: Guilford. [Book not available on CD]
- Kadden, R., Carroll, K., Donovan, D., Cooney, N., Monti, P., Abrams, D., Litt, M., and Hester, R. (1994) *Cognitive-Behavioral Coping Skills Therapy Manual: A Clinical Research Guide for Treating Individuals With Alcohol Abuse and Dependence*. Rockville, MD: National Institute on Alcohol Abuse and Alcoholism. [Book not available on CD]
- Monti, P, Rosenhow, D. J., Kadden, R., Cooney, N, & Abrams, D.. *Treating alcohol dependence: A coping skills training guide* [2nd Ed.]. New York: Guilford. [Book not available on CD]
- Mathews, A. (1997). Information-processing biases in emotional disorders. In D.M. Clark & C.G. Fishburn (Eds.), *Science and practice of Cognitive-behaviour Therapy*. (pp. 47-66). New York: Oxford. <🔗 Mathews (1997)>
- Beidel, D.C. & Turner, S.M. (1986). A critique of the theoretical bases of cognitive-behavioral theories and therapy. *Clinical Psychology Review*, 6, 177-197. <🔗 Beidel & Turner (1986)>

Week 9
March 7

Behavioral Activation

- OFH Ch. 6
- Martell, C., Addis, M. & Dimidjian, S. (2004). Finding the action in behavioral activation: The search for empirically supported interventions and mechanisms of change. In S. C. Hayes, V. M . Follette, & Linehan, M. (2004). *Mindfulness and acceptance: Expanding the cognitive-behavioral tradition*. (pp. 152-167). New York: Guilford. <🔗 Martell et al. (2004)>
- Jacobson, N., Martell, C., & Dmidjian, S. (2001). Behavioral activation treatment for depression: Returning to contextual roots. *Clinical Psychology: Science & Practice*, 8, 255-270. <🔗 Jacobson et al. (2001)>
- Jacobson et al. (1996). A component analysis of cognitive-behavioral treatment for depression. *J. of Consulting and Clinical Psychology*, 64, 295-304. <🔗 Jacobson et al. (1996)>

Optional

- Hopko, D. R., Lejuez, C. W., Ruggeiro, K. J., & Eifert, G. H. (2003). Contemporary behavioral activation treatments for depression: Procedures, principles, and progress. *Clinical Psychology Review*, 23, 699-717. <🔗 Hopko et al. (2003)>
- Martell, C. R., Addis, M. E., & Jacobson, N. S. (2001). *Depression in context: Strategies for guided action*. New York: W. W. Norton. <Book not available on CD>
- Hollon, S. (2001). Behavioral Activation Treatment for depression: A commentary. *Clinical Psychology: Science & Practice*, 8, 271-274. <🔗 Hollon (2001)>

Week 10
March 14

Spring Break!!!

Week 11
March 21

Clinical Behavior Analysis and Contextual Therapies

- OFH Chs. 2, 13, 35
- Dougher, M.J., & Hayes, S.C. (2000). Clinical Behavior Analysis. In M.J. Dougher (Ed.), *Clinical behavior analysis* (pp. 11-25). Reno, NV: Context Press. <📄 Dougher & Hayes (2000)>
- Hayes, S.C. (1994). Content, context, and the types of psychological acceptance. In S.C. Hayes, N.S. Jacobson, V.M. Follette, & M.J. Dougher (Eds.), *Acceptance and change: Content and context in psychotherapy* (pp. 13-32). Reno, NV: Context Press. <📄 Hayes (1994)>
- Hayes, S. C. (2004). Acceptance and Commitment Therapy and the new behavior therapies. In S. C. Hayes, V. M . Follette, & Linehan, M. (2004). *Mindfulness and acceptance: Expanding the cognitive-behavioral tradition*. (pp. 1-30). New York: Guilford. <📄 Hayes (2004)>

Optional

- Kohlenberg, R.J., & Tsai, M. (1995). Functional analytic psychotherapy: A behavioral approach to intensive treatment. In W. O'Donohue & L. Krasner (Eds.), *Theories of behavior therapy* (pp. 637-658). Washington, DC: APA. <📄 Kohlenberg & Tsai (1995)>
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (1999). *Acceptance and Commitment Therapy: An experiential approach to behavior change*. New York: Guilford. [Book not available on CD]
- Hayes, S. C., Masuda, A., Bissett, R., Luoma, J. & Guerrero, L. F. (2004). DBT, FAP, and ACT: How empirically oriented are the new behavior therapy technologies? *Behavior Therapist, 35*, 35-54. <📄 Hayes et al. (2004)>
- Bach, P. & Hayes, S. C. (2002). The use of Acceptance and Commitment Therapy to prevent the rehospitalization of psychotic patients: A randomized controlled trial. *J. of Consulting & Clinical Psychology, 70*, 1129-1139. <📄 Bach & Hayes (2002)>

Week 12
March 28

Mid-term Exam

Week 13
April 4

TEAM 1:

Week 14
April 11

TEAM 2:

Week 15
April 18

TEAM 3:

Week 16
April 20

TEAM 4:

Week 17
May 3

FINAL WEEK

Take-home exam due date to be negotiated in class.