

PY641 Clinical Intervention I: Cognitive-Behavioral Therapy
University of Guam
Fanuchånan (Fall) 2024

Instructor:	Camarin G. Meno, Ph.D.	Class Time:	M/W 5:30 pm – 6:50 pm
Office:	HSS 318C	Class Location:	SBS Division Conference Room
Phone:	671-735-2857	Office Hours:	M/W 12:00pm – 2:00pm
E-mail:	menoc1046@triton.uog.edu		Th 2:00pm – 4:00pm

Course Description

The first Clinical Intervention course provides a comprehensive overview of cognitive and behavioral approaches to psychotherapy, including their application in the treatment of specific disorders. A multicultural emphasis is used to examine how cultural knowledge can enhance the effective and appropriate use of the different therapeutic methods. During the semester, students engage in cognitive-behavioral therapy with clients through the Graduate Practicum in Clinical Psychology.

Prerequisite: Consent of instructor. Corequisite: PY692a.

Learning Objectives

Upon completion of the course, students will have demonstrated:

- 1) Understanding of the historical and philosophical bases of cognitive-behavioral therapy.
- 2) Knowledge of the theoretical and empirical bases of a variety of cognitive and behavioral interventions.
- 3) Knowledge of the application of cognitive-behavioral theories to case formulation and conceptualization.
- 4) Knowledge of the application of cognitive-behavioral interventions in the treatment of a wide range of mental disorders.
- 5) Understanding of the use of cognitive-behavioral interventions with diverse populations.

Required Readings

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).
- Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1987). *Cognitive therapy of depression*. Guilford Press.
- Beck, A., Emery, G., & Greenberg, R. (2005). *Anxiety disorders and phobias: A cognitive perspective*. Basic Books.
- Clark, D. A. (2019). *Cognitive-behavioral therapy for OCD and its subtypes (Second Edition)*. Guilford Press.
- Zayfert, C., & Becker, C. B. (2019). *Cognitive-behavioral therapy for PTSD: A case formulation approach (Second Edition)*. Guilford Press.
- Beck, A. T., Wright, F. D., Newman, C. F., & Liese, B. S. (2001). *Cognitive therapy of substance abuse*. Guilford Press.
- Fairburn, C. G. (2008). *Cognitive behavior therapy and eating disorders*. Guilford Press.
- Lam, D. H., Jones, S. H., & Hayward, P. (2010). *Cognitive therapy for bipolar disorder: A therapist's guide to concepts, methods, and practice (Second Edition)*. Wiley-Blackwell.
- Kingdon, D. G., & Turkington, D. (2008). *Cognitive therapy of schizophrenia*. Guilford Press.
- Beck, A. T., Davis, D. D., & Freeman, A. (2015). *Cognitive therapy of personality disorders (Third Edition)*. Guilford Press.
- Hayes, S., Strosahl, K., & Wilson, K. (2016). *Acceptance and commitment therapy: The process and practice of mindful change (Second Edition)*. Guilford Press.
- Linehan, M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. Guilford Press.

Evaluation Methods

Final grades will be based on attendance and participation in the seminar discussions, weekly reading quizzes, seminar leadership, a CBT case formulation and treatment summary, and a case presentation. Grades will be calculated as follows:

- 10% - Attendance and participation in the seminar discussions
- 30% - Reading quizzes
- 30% - Seminar leadership
- 20% - CBT case formulation and treatment summary
- 10% - Case presentation

Numerical scores will be converted to letter grades based on the following percentages:

A+	98 – 100%
A	93 – 97%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	70 – 76%
D	60 – 69%
F	Below 60%

Attendance and Seminar Participation: As this is a seminar class, you are required to maintain regular attendance and actively participate in class discussions. In addition, I ask that you complete the assigned readings prior to coming to each class and bring the assigned books to each class meeting. You are permitted to miss up to two classes for illness and other emergencies without losing points as long as you provide a doctor's note or other written documentation explaining the absence. However, in accordance with MSCP Program policy, students who are absent from a class for any reason will be required to complete written summaries of the assigned readings for that class, due no later than the final class held during final exams week (December 13). Students who are absent from more than two classes (including those classes missed due to illness and other emergencies) will be required to consult with me about how to make-up for the missed class. Students who arrive more than 20 minutes late for class or leave more than 20 minutes early will be counted as absent for that class, in which case the MSCP Program attendance policy will apply.

Reading Quizzes: At the end of most classes (starting September 4), you will be required to complete a quiz to test your knowledge of the assigned readings. These reading quizzes are designed to encourage everyone in the class to read the assigned material in-depth and to come to class prepared to participate in the seminar discussions. The quizzes constitute 30% of your final grade, and thus it is important that you read the assigned material prior to each class. When calculating final grades, I will drop your two lowest quiz scores. If you miss a quiz for any reason, it will be counted as one of your dropped quizzes.

Seminar Leadership: One student will be assigned to lead the seminar discussion for each class. Seminar leaders are required to prepare and distribute a list of detailed, thought-provoking questions based on the assigned reading to stimulate discussion. There should be approximately 1-2 questions for each chapter from the assigned reading. You will be graded both on your discussion questions and your facilitation of the seminar. Each student will lead a total of 3 or 4 seminars. Three of these seminars will count towards your final grade (if you lead four seminars, I will drop your lowest grade). Each of the seminars will be graded out of 10 (3 x 10 points = maximum 30 points). The total Seminar Leadership score will constitute 30% of your final grade. Please note that being absent or otherwise declining to lead an assigned seminar will not count as a dropped seminar.

CBT Case Formulation and Treatment Summary: By the end of the course, you are required to submit an 8-10 page (double-spaced) Case Formulation and Treatment Summary outlining the application of cognitive-behavioral therapy with an individual adult client you have seen for at least eight (8) therapy sessions through the CBT practicum (to be taken concurrently). The Case Formulation and Treatment

Summary should demonstrate your understanding of cognitive-behavioral theory and its application to specific mental health problems. Guidelines for preparing the Case Formulation and Treatment Summary will be provided in class. Please note that identifying information should be disguised or removed prior to submitting the CBT Case Formulation and Treatment Summary to the course instructor. **Due December 13 by 5:00 pm in my mailbox**

Case Presentation: During the final two weeks of classes, you will be required to give a 30-minute case presentation to the class in which you will have the opportunity to present your work with the client discussed in your CBT Case Formulation and Treatment Summary.

Class Policies

Classroom Environment

Our program, and I as an instructor, value diversity and inclusion. Part of how I strive to live out this value is by collaborating with you to create a classroom environment where people can write about and discuss how diversity and lived experience connect to the course material. Most if not all of our topics lend themselves to this type of connection. If you have other ideas about how I can further integrate diversity and inclusion into any aspect of this course, please let me know. It is essential that our classroom be a place where people can express their thoughts, perspectives, and experiences, knowing that they will be heard and taken seriously. Thus, I expect all students to be respectful of the varied experiences and perspectives presented by class members. You may expect the same level of respect from me.

Principles for a Positive Learning Environment

Mutual respect. Understand that all of us come to this course with varying experiences, perspectives, and social identities. Recognize that learning is a process often involving self- growth and self-reflection. Obviously, you are free to disagree with others; however, do so with professionalism and care (e.g., no personal attacks, no sarcasm, etc.).

Speak from somewhere and use “I”. This refers to speaking for oneself rather than for others and using personal experience as a jump-off point for discussion. As you are comfortable, describe where you are coming from. This will minimize defensiveness among your peers and helps us to learn from each other.

Remember you are in a social context. Be passionate, speak from your experiences, and remember you are in a social context with people from diverse backgrounds. Be aware of how your perspective may affect those around you.

Collaborate to grow together. We all come from different sets of experiences and at times may unintentionally be insensitive to the perspective of others. If you feel you may have misspoken, ask us. If another classmate (or the instructor) missteps, let us know so that we can collaborate to learn from one other.

Be a careful and curious listener. True dialogue means that we do not know how the conversation will conclude, and we get to that conclusion together. Be willing to enter into dialogue to understand yourself and those around you better. Listen to understand rather than listening to respond.

Late Work Policy

All written assignments will have a 10-minute grace period for submissions. Late work submitted after the deadline will have a 10%-point reduction for each day late, including weekends. If you submitted the assignment on time but it was somehow delivered to the instructor late, please send the instructor a screenshot of your submission to be eligible for full points.

Academic Dishonesty and Artificial Intelligence (AI) Large Language Models (LLM) Policy

The University of Guam's Student Code of Conduct prohibits students from engaging in acts of dishonesty, including cheating and plagiarism. On page 35 of the Student Code of Conduct, cheating is defined as "(1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. On the same page, plagiarism is defined as "the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." (p. 35).

As such, written work generated in whole or large part through the use of AI LLMs (e.g., Chat-GPT, Google Bard, or other chatbots) is considered a form of cheating and plagiarism in this course, and thus a violation of the Student Code of Conduct. Students found in violation of the rules against cheating and plagiarism outlined in the University of Guam's Student Code of Conduct may be subject to academic sanctions such as reduced or failing grades in this course, and/or disciplinary sanctions from the University.

HOWEVER, one way that you *are* permitted to use AI LLMs in this course is to edit and improve your writing. If you elect to use AI LLMs this way, you must submit the following with any written assignment: 1) A complete, first draft of the assignment in your own words (with no external assistance), 2) A screenshot of your draft entered into the AI LLM program, 3) A screenshot of the edited version provided by the AI LLM program, and 4) A one-paragraph description of what you learned about writing and editing from your submission to the AI LLM program.

AI LLMs constitute powerful programs with the potential to profoundly impact how we communicate and work. It is important to learn how to use AI LLMs and other emergent technologies responsibly and ethically. **Please note that AI LLMs are not foolproof, and thus the use of AI LLMs in editing your work is not a guarantee for a perfect score on any written assignment.*

Overview of Student Learning Objectives (SLOs)

PY641 Course Student Learning Outcomes (SLOs)

Upon completion of the course, students will have demonstrated:

- 1) Understanding of the historical and philosophical bases of cognitive-behavioral therapy.
- 2) Knowledge of the theoretical and empirical bases of a variety of cognitive and behavioral interventions.
- 3) Knowledge of the application of cognitive-behavioral theories to case formulation and conceptualization.
- 4) Knowledge of the application of cognitive-behavioral interventions in the treatment of a wide range of mental disorders.
- 5) Understanding of the use of cognitive-behavioral interventions with diverse populations.

MSCP Program Learning Outcomes (PLOs)

Upon successful completion of the MSCP Program, students will demonstrate the following:

- 1) Competence in the application of a variety of clinical theories in the conceptualization of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
- 2) Competence in conducting a variety of therapeutic interventions in the treatment of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.

- 3) Competence in conducting psychological assessments and diagnostic interviews with adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
- 4) Competence in conducting clinical research examining mental health issues in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.

Institutional Graduate Learning Outcomes (IGLOs)

Upon completion of their degree program, graduate students will:

- 1) Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study;
- 2) Plan, conduct, and complete a significant research or creative project;
- 3) Exercise oral and written communication skills sufficient to publish and present work in their field;
- 4) Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations; and
- 5) Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.

Institutional Student Learning Outcomes (ISLOs)

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

**Alignment of PY641 Course Assignments with
PY641 Course Student Learning Outcomes (SLOs), MSCP Program Learning Outcomes (PLOs),
Institutional Graduate Learning Outcomes (IGLOs),
and Institutional Student Learning Outcomes (ISLOs)**

PY641 Course Assignments	PY641 Course Student Learning Outcomes	MSCP Program Learning Outcomes	Institutional Graduate Learning Outcomes	Institutional Student Learning Outcomes
1. Attendance and participation	1, 2, 3, 4, 5	1, 2, 3	1, 3, 4	1, 3, 4, 5, 6, 7
2. Reading quizzes	1, 2, 3, 4, 5	1, 2, 3	1, 3, 4	1, 3, 4, 5, 6, 7
3. Seminar leadership	1, 2, 3, 4, 5	1, 2, 3	1, 3, 4	1, 3, 4, 5, 6, 7
4. CBT case formulation and treatment summary	3, 4, 5	1, 2, 3	1, 3, 4	1, 3, 4, 5, 6, 7
5. Case presentation	3, 4, 5	1, 2, 3	1, 3, 4	1, 3, 4, 5, 6, 7

SEMINAR SCHEDULE

This is a proposed class schedule subject to change by the instructor. Any changes will be announced in class.

PART I: INTRODUCTION TO CBT

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PART II: CBT FOR DEPRESSION, ANXIETY, SUBSTANCE ABUSE, AND EATING DISORDERS

Introduction to Cognitive-Behavioral Therapy & Cognitive-Behavioral Therapy for Depression

(Targeted SLOs: 1, 2, 3, 4, 5)

Wednesday, August 14

Course Overview

Cognitive Therapy of Depression (Chapters 1-2)

Monday, August 19

Cognitive Therapy of Depression (Chapters 3-8)

Cognitive Therapy of Depression (Chapters 9-15)

Seminar Leader: Daniel

Seminar Leader: Haley

Cognitive-Behavioral Therapy for Anxiety Disorders

(Targeted SLOs: 1, 2, 3, 4, 5)

Wednesday, August 21

Anxiety Disorders and Phobias: A Cognitive Perspective (Chapters 1-5) **Seminar Leader:** Bella

Monday, August 26

Anxiety Disorders and Phobias: A Cognitive Perspective (Chapters 6-9) **Seminar Leader:** Josiah

Wednesday, August 28

Anxiety Disorders and Phobias: A Cognitive Perspective (Chapters 10-15) **Seminar Leader:** Shantei

Cognitive-Behavioral Therapy for Obsessive Compulsive Disorder

(Targeted SLOs: 1, 2, 3, 4, 5)

MONDAY, SEPTEMBER 2 - LABOR DAY (NO CLASSES)

Wednesday, September 4

Cognitive-Behavioral Therapy for OCD (Chapters 1-6)

Seminar Leader: Zelain

Monday, September 9

Cognitive-Behavioral Therapy for OCD (Chapters 7-13)

Seminar Leader: Veronica

Cognitive-Behavioral Therapy for Post-Traumatic Stress Disorder

(Targeted SLOs: 1, 2, 3, 4, 5)

Wednesday, September 11

Cognitive-Behavioral Therapy for PTSD (Chapters 1-7)

Seminar Leader: Shantei

Monday, September 16

Cognitive-Behavioral Therapy for PTSD (Chapters 8-12)

Seminar Leader: Josiah

Cognitive-Behavioral Therapy for Substance Abuse

(Targeted SLOs: 1, 2, 3, 4, 5)

Wednesday, September 18

Cognitive Therapy of Substance Abuse (Chapters 1-8)

Seminar Leader: Bella

Monday, September 23

Cognitive Therapy of Substance Abuse (Chapters 9-17)

Seminar Leader: Haley

Cognitive-Behavioral Therapy for Eating Disorders

(Targeted SLOs: 1, 2, 3, 4, 5)

Wednesday, September 25

Cognitive Behavior Therapy and Eating Disorders (Chapters 1-8)

Seminar Leader: Daniel

Monday, September 30

Cognitive Behavior Therapy and Eating Disorders (Chapters 9-16)

Seminar Leader: Veronica

PART III: CBT FOR SERIOUS MENTAL ILLNESS

Cognitive-Behavioral Therapy for Bipolar Disorder

(Targeted SLOs: 1, 2, 3, 4, 5)

Wednesday, October 2

Cognitive Therapy for Bipolar Disorder (Chapters 1-7)

Seminar Leader: Zelain

FANUCHANAN BREAK: OCTOBER 7-11 (NO CLASSES)

Monday, October 14

Cognitive Therapy for Bipolar Disorder (Chapters 8-13)

Seminar Leader: Haley

Cognitive-Behavioral Therapy for Schizophrenia

(Targeted SLOs: 1, 2, 3, 4, 5)

Wednesday, October 16

Cognitive Therapy of Schizophrenia (Chapters 1-7)

Seminar Leader: Bella

Monday, October 21

Cognitive Therapy of Schizophrenia (Chapters 8-15)

Seminar Leader: Josiah

Cognitive-Behavioral Therapy for Personality Disorders

(Targeted SLOs: 1, 2, 3, 4, 5)

Wednesday, October 23

Cognitive Therapy of Personality Disorders (Chapters 1-7)

Seminar Leader: Shantei

Monday, October 28

Cognitive Therapy of Personality Disorders (Chapters 8-12)

Seminar Leader: Zelain

Wednesday, October 30

Cognitive Therapy of Personality Disorders (Chapters 13-17)

Seminar Leader: Veronica

PART IV: THE THIRD WAVE OF CBT

Acceptance and Commitment Therapy (ACT)

(Targeted SLOs: 1, 2, 3, 4, 5)

Monday, November 4

Acceptance and Commitment Therapy (Chapters 1-3)

Seminar Leader: Daniel

Wednesday, November 5

Acceptance and Commitment Therapy (Chapters 4-6)

Seminar Leader: Josiah

MONDAY, NOVEMBER 11 – VETERANS’ DAY (NO CLASSES)

Wednesday, November 13

Acceptance and Commitment Therapy (Chapters 7-12)

Seminar Leader: Bella

Dialectical Behavior Therapy (DBT)

(Targeted SLOs: 1, 2, 3, 4, 5)

Monday, November 18

Cognitive-Behavioral Treatment of Borderline Personality Disorder (Ch. 1-3) **Seminar Leader:** Haley

Wednesday, November 20

Cognitive-Behavioral Treatment of Borderline Personality Disorder (Ch. 4-6) **Seminar Leader:** Daniel

Monday, November 25

Cognitive-Behavioral Treatment of Borderline Personality Disorder (Ch. 7-11) **Seminar Leader:** Veronica

Wednesday, November 27

Cognitive-Behavioral Treatment of Borderline Personality Disorder (Ch.12-15) **Seminar Leader:** Zelain

PART V: CBT CASE PRESENTATIONS

Case Presentations
<i>(Targeted SLOs: 3, 4, 5)</i>
<u>Monday, December 2</u> Case Presentations <u>Wednesday, December 4</u> Case Presentations

Final Exams Week
<i>(Targeted SLOs: 1, 2, 3, 4, 5)</i>
MONDAY, DECEMBER 9 – OUR LADY OF CAMARIN DAY (NO CLASSES) <u>Wednesday, December 11 (Final Exam Period: 6:00pm – 7:50pm)</u> Course Wrap-up Case Presentations <u>Friday, December 13:</u> <i>CBT Case Formulation and Treatment Summary</i> due 5:00 pm in my mailbox

University of Guam Policies

Disability Support Services/Student Counseling and Advising Service Accommodation

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the School of Education, Room #110, disabilitysupport@triton.uog.edu or telephone/(TTY) 671-735-2460.

EEO/ADA & Title IX Office

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities, and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & Title IX Office, at 671-735-2244, 671-735-2971, 671-735-2244 (TTY) or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

Plagiarism Policy

The University of Guam defines plagiarism in the Student Code of Conduct as follows: “The term “plagiarism” includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.”

Plagiarism is a serious academic offense. As such, any student found to have committed an act of plagiarism in an MSCP course will, at the very least, fail the course. Multiple offenses, if discovered, may be referred to the Student Discipline and Appeals Committee for more severe consequences.

Tobacco-Free/Smoke-Free Policy

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

MSCP Program PoliciesMSCP Attendance Policy

As the MSCP courses provide instruction in knowledge and skills that are essential for Master’s level clinical psychology research and practice, students are required to maintain regular attendance. Students who are absent from a class will be required to complete a written review of the topic covered in that class (or a similar assignment to be determined by the course instructor), due no later than the course final exam period. Students who are absent from more than two classes (or more than one class for courses that meet once per week) should consult with the course instructor for guidance on making up the missed classes.

MSCP Late Policy.

Students who arrive more than 20 minutes late for class or leave more than 20 minutes early will be counted as absent for that class, in which case the MSCP Program attendance policy will apply. Individual instructors may enforce stricter late policies, details of which will be outlined in the course syllabus.

MSCP Employment Restriction Policy

As the MSCP Program is a rigorous full-time program with intensive course requirements, clinical practica, and a Master’s thesis, employment will be restricted to a maximum of 30 hours per week during Fall and Spring Semesters. In fact, it is highly recommended that students restrict their employment to approximately 20 hours per week. Students who wish to work more than 30 hours per week are required to submit a written request to the Program Chair for review and approval by the MSCP Program faculty.

MSCP Internship Policy

Students are required to complete at least one MSCP clinical intervention course (PY641, PY642, PY643, or PY644) and one MSCP graduate practicum course (PY692a, PY692b, PY692c, PY692d) prior to enrolling in PY698a *Internship in Clinical Psychology I*. In addition, students are required to complete at least three MSCP clinical intervention courses (PY641, PY642, PY643, or PY644) and three MSCP graduate practicum courses (PY692a, PY692b, PY692c, PY692d) prior to enrolling in PY698b *Internship in Clinical Psychology II*. Finally, students must have completed both PY492a *Psychology Practicum: Introduction to Individual Counseling Skills* and PY492b *Psychology Practicum: Introduction to Child, Family, and Group Counseling Skills* or their equivalent prior to enrolling in either PY698a or PY698b.