



CPS 639: Advanced Cognitive-Behavioral Therapy
Fall, 2019

Mondays, 2:15-4:45 pm

Professor: Dr. Kathy McCloskey (Office Hours by Appointment)
E-mail: mccloskey@hartford.edu

Office Phone: (860) 768-4442
Cell: (860) 966-6739

Diversity Statement

The instructor of this course will strive to ensure inclusion of curriculum material consistent with the Graduate Institute of Professional Psychology's mission statement of affirmative diversity. The aim of such inclusion is to foster social and political awareness, interest in, respect for, and competence in understanding all groups, and skills in providing services to people of diverse backgrounds.

Disability Statement

Every student with a documented physical, psychiatric, or learning disability has the Program's commitment and support in obtaining accommodations, academic adjustments, and/or other auxiliary aids. When seeking accommodations, students with a disability must identify themselves as an individual with a disability in a timely manner to the Coordinator of Services for Students with Medical, Physical, and Psychological Disability within the Student Affairs office at the University (see <http://www.hartford.edu/support/desc.asp?id=9>), and to the Associate Director/Coordinator of Student Affairs of the GIPP. The student should also consult with the instructor at the beginning of the course for specific needed accommodations.

Empirically-Supported Material

The instructor for this course will include curriculum material that addresses the importance of empirically supported evidence, multiple critical viewpoints, and the current literature concerning relevant interventions, assessments, diagnoses, theoretical constructs, and other clinical issues and/or techniques relevant to the topic area. An empirically supported approach is consistent with the Program's mission of providing training where scientific knowledge is integrated with clinical practice (practitioner-scholar model), as well as with the American Psychological Association (APA) Ethics Code concerning ethical teaching approaches and service delivery.

Use of Electronic Equipment

Cell phones: Cell phones must be set to vibrate or silent notification during class time. Students expecting an urgent phone call should notify the instructor of this possibility prior to the start of class. Any student who has a need to check voicemail or speak by phone must leave the classroom to do so and is responsible for all classroom activity while absent from class. Reading text messages is limited to any public safety announcements. Sending a text message in the classroom is not permitted. Unless permission is granted by the instructor, use of a cell phone during a quiz or test for any purpose other than an emergency is forbidden. Failure to follow this policy may result in appropriate disciplinary action by the instructor. Examples of such actions would include a failing grade on a test, quiz, or other classroom activity that was disrupted, a reduction in the overall grade for class participation, or a corrective assignment focusing on professional behavior.

Computers: Students are permitted in this course to use a laptop computer during class time for the purpose of note-taking, review of course materials, and research authorized by the instructor. Any use of laptop computers for other purposes during class time is not allowed. Failure to follow this policy may result in appropriate disciplinary action by the instructor. Examples of such actions would include a failing grade on a

test, quiz, or other classroom activity that was disrupted, a reduction in the overall grade for class participation, a corrective assignment focusing on professional behavior, or loss of permission to use the laptop in class for a specified number of class sessions.

COURSE SYLLABUS

Rationale

Over the last 30 years, cognitive-behavioral therapy as pioneered by Aaron T. Beck, M.D. has evolved into an intricate system of psychotherapy applicable to a wide range of human problems. This course serves as a forum to discover and integrate emerging clinical and empirical developments within this theoretical orientation.

Course Content

This course addresses issues relevant to the conceptualization and treatment of depression and anxiety states in adult clients from a cognitive-behavioral perspective as empirically-supported in the literature. Theoretical issues such as the content-specificity hypothesis and the hierarchical organizational model of personality will be delineated. Clinical issues such as agenda setting, Socratic questioning, eliciting client feedback, homework assignments, dealing with avoidant clients, use of the therapeutic relationship, and termination issues will be addressed. While a variety of techniques including activity scheduling, tests of evidence (retribution), and behavioral experimentation will be introduced, a special emphasis will be placed on case conceptualization.

Course Objectives

Upon completion of this course, students are expected to:

- a. Understand the empirically-supported underpinnings of cognitive-behavioral therapy;
- b. Develop a sophisticated appreciation of the theory which supports cognitive-behavioral psychotherapy;
- c. Develop an emergent ability to conceptualize client problems from a cognitive-behavioral perspective;
- d. Develop a fledgling understanding of the processes and techniques in cognitive-behavioral therapy;
- e. Demonstrate acquired knowledge of cognitive-behavioral materials through satisfactory examinations and class discussion.

Course Format

This course will follow primarily a didactic lecture-discussion format. However, there will be experiential learning opportunities (videos, role-plays, etc.).

Course Requirements

- f. Complete assigned readings.
- g. Take quiz, mid-term, and final exam.
- h. Participate in class discussion and homework/assignment exercises.

Methods of Evaluation

Satisfactory performance will be evaluated through completion of homework assignments, quizzes and examinations, and contributions to class discussions. Grading procedures are outlined below:

(a) Grading System:

Quiz:	10
Assignment #1:	10
Mid-Term Exam:	25
Assignment #2:	15
Final Exam:	<u>40</u>
	100 total points available

(b) Grading:

Quiz:	10%				
Assignments:	25%	A	100-95	A-	94-90
Mid-term exam:	25%	B+	89-86	B	85-83
Final exam:	<u>40%</u>	B-	82-80	C+	79-77
	100%	Fail	≤ 76		

Late/Missed Examinations

ALL EXAMS ARE DUE TO BE TAKEN ON THE DATE SPECIFIED BY THE SYLLABUS. Unless there is a personal/family emergency or other rare circumstance, NO LATE exams will be accepted. All exams and assignments must be turned in on the date scheduled or they will receive *at least* a 10-point reduction.

Required Textbooks

Primary Source Text: Beck A. T. (1979). *Cognitive therapy and the emotional disorders*. New York, NY: Penguin. ISBN 0-452-00928-6 (paperback).

Text: Beck, J. S. (2011). *Cognitive behavioral therapy: Basics and beyond (2nd ed)*. New York, NY: Guildford. ISBN-13: 978-1609185046 –OR- ISBN-10: 1609185048

Client Workbook: Greenberger, D., & Padesky, C. A. (2016). *Mind over mood: Changing how you feel by changing the way you think (2nd ed.)*. New York, NY: Guilford. ISBN 978-1-4625-2042-8 (paperback).

***** Other readings may be HANDED OUT IN CLASS *****

Homework Assignments, Quiz, Mid-Term, and Final all handed out in class

Required Articles Found on BLACKBOARD:

Hofmann, S. G., Asnaani, A., Vonk, I. J. J., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive-behavioral therapy: A review of meta-analyses. *Cognitive Therapy & Research*, 36(5), 427-440.

Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive-behavioral therapy: An illustrated guide (2nd ed.)*. Arlington, VA: American Psychiatric Association. – Chapter 10.

Required Videos (viewed during class time)

8-Series DVD: Padesky, C. A. (1993-2015). *Cognitive-behavioral therapy training: Clinical demonstrations*. Huntington Beach, CA: Center for Cognitive Therapy.

- Constructing new underlying assumptions & behavioral experiments (2004)
- Guided discovery using Socratic dialogues (1996)
- Cognitive behavioral therapy for social anxiety (2008)
- Building resilience with strengths-based CBT (2015)
- Cognitive therapy for panic disorder (1993)
- Collaborative case conceptualization (1997)
- Constructing new core beliefs (2003)
- Testing automatic thoughts with thought records (1996)

48-min. DVD: Scott, T. R., & Reyna, M. (2005). *Psychotherapy with gay, lesbian, and bisexual clients*. Monrovia, CA: Buendia Productions.

14-Series DVD: Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive-behavioral therapy: An illustrated guide*. Arlington, VA: American Psychiatric Association.

- Video Illustration 3: Agenda setting
- Video Illustration 4: Psychoeducation on the CBT model
- Video Illustration 5: Psychoeducation on automatic thoughts
- Video Illustration 12: Activity scheduling
- Video Illustration 13: Graded task assignment

CLASS SCHEDULE

Class 1 Sept 9 Intro and Primary Source (Beck)

- Video About Diversity Issues
 - a. Scott & Reyna (2005): *Psychotherapy with gay, lesbian, and bisexual clients (vol. 3)*.
- CBT Presentation (PowerPoint) #1
- Readings
 - a. Beck, A. T. (1979) – entire text (required primary source book)
 - b. Beck, J. S. (2011) – Chapt. 1
 - c. Hofmann, S. G., Asnaani, A., Vonk, I. J. J., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive-behavioral therapy: A review of meta-analyses. *Cognitive Therapy & Research*, 36(5), 427-440. (pdf on Blackboard)
 - d. Quiz – Handed out in class

Class 2 Sept 16 Intro and Primary Source (cont.)

- Class Discussion of Readings and Concepts
- Readings (cont.)
 - a. Beck, A. T. (1979) – entire text (required primary source book – cont.)
 - b. Beck, J. S. (2011) – Chapt. 2
- Quiz (due)

Class 3 Sept 23 Core CBT Concepts

- CBT Presentation (PowerPoint) #2
- Readings
 - a. Beck, J. S. (2011) – Chapt. 3
 - b. Greenberger & Padesky (2016) – Chapt. 2, 3 & 6
- DVD (Padesky, 1997)
 - a. DVD #3: Collaborative Case Conceptualization
- Assignment #1 - Handed Out in Class

Class 4 Sept 30 Core CBT Concepts (cont.)

- Class Discussion of Readings, Concepts, and Homework
- Readings (cont.)
 - a. Beck, J. S. (2011) – Chapt. 4
 - b. Greenberger & Padesky (2016) – Chapt. 5
- DVD (Padesky, 1996)
 - a. DVD #7: Socratic Dialogue/Guided Discovery
- Assignment #1 (due)

Class 5 Oct 7 Structure of Therapy

- CBT Presentation #3 (PowerPoint)
- Readings
 - a. Beck, J. S. (2011) – Chapt. 5, 7, & 8
- DVD (Wright et al., 2017)
 - a. Video Illustration 3: Agenda Setting
 - b. Video Illustration 4: Psychoeducation on the CBT model
 - c. Video Illustration 5: Psychoeducation on automatic thoughts

Class 6 Oct 14 Working With Thoughts and Beliefs

- Class Discussion of Readings and Concepts
- Readings
 - a. Beck, J. S. (2011) – Chapt. 9 & 10
 - b. Greenberger & Padesky (2016) – Chapt. 4 & 7
- DVD (Padesky, 1996)
 - a. DVD #1: Automatic Thoughts/Using Thought Records

Class 7 Oct 21 Working With Thoughts and Beliefs (cont.)

- Class Discussion of Readings, Concepts, and Midterm Exam
- Readings
 - a. Beck, J. S. (2011) – Chapt. 11, 12, & 13
 - b. Greenberger & Padesky (2016) – Chapt. 8, & 9
- DVD (Padesky, 2004)
 - a. DVD #8: Changing Underlying Assumptions/Using Behavioral Experiments
- Midterm Exam Handed Out in Class

Class 8 Oct 28 Behavioral Change and Activation

- Class Discussion of Readings and Concepts (cont.)
- Readings (cont.)
 - a. Beck, J. S. (2011) – Chapt. 6
 - b. Greenberger & Padesky (2016) – Chapt. 10
- DVD (Wright et al., 2017)
 - a. Video Illustration 12: Activity Scheduling
 - b. Video Illustration 13: Graded Task Assignment
- Midterm Exam (Due)

Class 9 Nov 4 Behavioral Change and Activation (cont.)

- Class Discussion of Readings and Concepts (cont.)
- Readings (cont.)
 - a. Beck, J. S. (2011) – Chapt. 15 & 16
 - b. Greenberger & Padesky (2016) – Chapt. 11
- DVD (Padesky, 2015)
 - a. DVD #5: Building Resilience/Strength-Based CBT

Class 10 Nov 11 Schema Change Methods

- Class Discussion of Readings, Concepts, and Homework
- Readings
 - a. Beck, J. S. (2011) – Chapt. 14
 - b. Greenberger & Padesky (2016) – Chapt. 12
- Assignment Example Presentation (PowerPoint)
- Assignment # 2 Handed Out in Class

Class 11 Nov 18 Schema Change Methods (cont.)

- Class Discussion of Readings and Concepts
- Readings (cont.)
 - c. Beck, J. S. (2011) – Chapt. 14 (cont.)
 - d. Greenberger & Padesky (2016) – Chapt. 12 (cont.)
- DVD (Padesky, 2008)
 - b. DVD #4: Panic Disorder
- Assignment # 2 (due)

Class 12 Nov 25 Termination, Treatment Planning, and Problems in Therapy

- Class Discussion of Readings and Concepts
- CBT Presentation #4 (PowerPoint)
- Readings
 - a. Beck, J. S. (2011) – Chapt. 18, 19, & 20
 - b. Wright et al. (2017) – Chapt. 10 – article on Blackboard
- Role-Plays
 - a. Problem definition/goal identification
 - b. Psychoed about CBT model
 - c. Agenda setting
 - d. Initial in-between-session assignment(s)

----- THANKGIVING BREAK Nov 27-Dec 1 -----

Class 13 Dec 2 Problem Solving, Diversity, and Consolidating Change

- CBT Presentation #5 (PowerPoint)
- Video Concerning Special Populations
 - a. Children’s Education Television Network (n.d.). *An interview with Matt Kliethermes: Trauma focused cognitive behavioral therapy with children and adolescents.* (located at <http://www.youtube.com/watch?v=FQlfc-cz5yk>)
- Role-Plays
 - a. Problem definition/goal identification
 - b. Psychoed about CBT model
 - c. Agenda setting
 - d. Initial in-between-session assignment(s)
- Final Handed Out in Class

Class 14 Dec 9 Building Competence and Course Wrap-up (last class)

- Readings
 - a. Beck, J. S. (2011) – Chapt. 21
 - b. Cognitive Therapy Scale (copyright © 1980, J.E. Young & A. T. Beck) at http://www.guilford.com/forms/beck4_scale.pdf and the User's Manual at <http://www.beckinstitute.org/SiteData/docs/CognitiveT/b9522d157dd421d4/Cognitive%20Therapy%20Rating%20Scale%20Manual.pdf> –OR- Beck, J.S. (2011) – Appendix C
- Role-Plays
 - a. Problem definition/goal identification
 - b. Psychoed about CBT model
 - c. Agenda setting
 - d. Initial in-between-session assignment(s)
- Final Exam Due