

COGNITIVE BEHAVIORAL ASSESSMENT AND INTERVENTION

EDP 389H

FALL 2013

Contact:

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Office hours: by appointment

Class Details:

Monday 1-4pm

Room 444

Class Website:

<https://sites.google.com/site/cbtfall2013/>

All updates will be posted here, as well as reading and materials.

Course Description:

This course is designed to teach the theory and practice of cognitive behavioral interventions. In doing so, we will focus on learning and practicing a) general therapeutic skills, b) cognitive and cognitive behavioral theory, c) case conceptualization, d) treatment planning, e) skills used in conducting a session, f) related therapies. As with any therapy modality, you will learn to take into account the individual's greater context (history, culture, etc.). We will also explore your development as a therapist to help you better understand how your history, context, and culture effect your client.

Textbooks, Readings, & Materials:

Required Texts:

Beck, J. (2011). *Cognitive Behavioral Therapy, 2nd Edition: Basics and Beyond*

Friedberg, R.D., & McClure, J.M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents*. New York: Guilford Press.

All other required readings will be posted on the website.

Activities & Requirements:

Relaxation Activity (3 assigned; 5 points each) – A big part of our jobs is to teach others to manage their emotions. To do that, you must learn how to calm your own nervous system. You will be asked to do several relaxation exercises over the course of the semester. The goals of this activity are to: 1) Learn new ways of relaxing, 2) Learn to relax when needed, 3) Understand the barriers to practicing relaxation or other "homework" you may assign clients, and 4) To experience how *practicing* relaxation is different from doing a relaxation activity one time.

Each time this activity is assigned you will:

- 1) Pick **one** relaxation activity from the UT Mind Body Lab:
 - a. <http://www.cmhc.utexas.edu/mindbodylab.html>

- b. http://www.cmhc.utexas.edu/stressrecess/Level_Two/index.html)
- 2) Practice the activity two times when you are already relatively calm. I recommend setting aside time early in the week in order to accomplish this.
 - 3) Practice the same activity one time when you are at a higher stress after you have already had your two practice sessions and are more familiar with the technique.
 - 4) For each practice session you will rate your mood before and after on a 10 point scale. ([use worksheet provided](#))
 - 5) For each practice session you will write a paragraph or two about the experience including: barriers to the practice, resistance to doing the activity or to relaxing, how you liked the activity, what you didn't like about it, and what you learned from it.

Letters to the Professor (3 assigned; 5 points each) – You will be asked to write three letters addressed to me which discuss your development as a therapist. The specific writing prompt will be handed out prior to the letters being due.

Video Review (10 points) – You will be required to review several videos to look for examples of clinical skills used in cognitive behavioral therapy. There are numerous videos available on YouTube for your review. You should choose five skills from the following list. For each skill write up: a) a transcript of the section depicting the skill, b) an explanation of why the skill was used at that time and for that client, c) what the goal of using that skill or technique is, d) a critique of whether it was successful or not, and e) a description of how you would do it differently.

Goal Setting
Exposure Response Prevention (ERP)
Therapist collaboratively set the agenda
Coping Skills
Teaching the steps to problem solving
Identifying or Discussing Cognitive Distortions
Identifying/Catching negative thoughts
Identifying/Catching a negative belief
Psychoeducation about thoughts, emotions and behavior
Linking of patient's thoughts and feelings
Linking of patient's thoughts and behavior
Role-playing
Used a shift in mood to query about thoughts
Use of downward arrow technique
Provided periodic summaries of what has been discussed
Used Socratic questioning to teach a therapeutically relevant concept or topic

Treatment Outline (20 points) – Choose one disorder that you are interested in focusing on and learning more about (Depression, Anxiety, Oppositional Defiant Disorder, or AD/HD). Write a two page conceptualization of the disorder from relevant readings from the theoretical framework of CBT. Include relevant contextual factors we have discussed in class. Create a session by session outline of the treatment you would use for a child (7 - 12) or adolescent (13 - 18) with this disorder. Include example worksheets or handouts when appropriate. Use relevant treatment manuals as reference. Examples include: the ACTION workbook, the Coping Cat manual, etc.

Please plan ahead as you may need to **order** resources on-line.

Case Interview (20 points) – You will be asked to partner with a peer to practice your interviewing skills. Your peer will role play a parent seeking counseling help for their child. You will act as the therapist. Your task is to conduct an initial assessment to determine appropriate treatment goals and to create a tentative treatment plan. You will turn in: 1) An initial conceptualization of the client, 2) Treatment Goals contracted with the parents, 3) A tentative treatment Plan.

Case Conceptualization (10 points) – You will be given a description of a client and asked to complete a client case conceptualization form (to be provided).

Role Play (20 points) – You will be asked to pair up with a classmate and role play a portion of a session. A video recording of the role play must be provided to me prior to the start of class. You should provide the class with a written case conceptualization of the client, the problem being targeted by treatment, and the current session focus. Choose three topics from the Video Review list above to cover in the course of your role-play. Role plays should be approximately 10 minutes in length.

Final (50 points) – To be discussed at a later date.

Evaluation Criteria

Writing assignments will be evaluated based upon the quality of writing as well as the use of theory and skills to inform the work. Assignments must be completed individually unless otherwise stated. Qualitatively, I will evaluate your work in the following manner:

- A: Excellent work at the graduate level
- B: Average or fair work at the graduate level
- C: Below average work at the graduate level
- F: Poor work at the graduate level.

If you do not complete course requirements by the end of the semester, you will get a grade of incomplete. If you finish the requirements before the end of the next semester, your final grade will be one letter grade below what it would have been otherwise. If you do not finish requirements by the end of the next semester, your grade will become an F.

Attendance and Late Work

You are expected to attend and participate in class regularly. Work is due by the beginning of class on the day stated on the syllabus. You will lose 10% of your points for each day an assignment is turned in late. If you know you will miss a class please let me know in advance. One absence for each student is anticipated. Please contact me if you must miss more than one class in the course of the semester to ensure absences do not affect your final grade.

Professional Practice

You are responsible for your learning. You are expected to read the materials before class to be prepared for class discussion. Class-time will be used to expand upon complicated concepts, practice skills, and answer questions; as such it is imperative that you read and learn the material prior to attending class. Participation and conduct will be used in considering borderline grades. Unprofessional behavior (e.g. not attending seminar, arriving late, cheating, etc.) will lower your final grade.

Evaluation of the Course

At the end of the semester, a formal evaluative questionnaire regarding both the curriculum and my instruction will be administered. The information gathered from this process will be used to improve future courses and instruction. I will be using informal techniques to gather feedback as we go so we can have an open discussion and improve the experience of the class.

Disability Services

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

UT Honor Code

You will be expected to abide by the UT Honor Code: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>

Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to make up the work.

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Cognitive Behavioral Assessment and Intervention
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Tentative Schedule

Please see the "Assignments" tab of the website for more detail on assigned work

Please see the "Materials" tab of the website for any articles or readings not in your books.

Date	Topics To Be Covered in Class	Assignment (to be completed <u>prior</u> to class)
September 9	Introductions Review of Syllabus Survey Food Basics of Cognitive Theory	
September 16	Review of Cognitive Theory Conceptualizing the Client Experiential Activity	Beck Chapter 1-3 Friedberg Ch 1-4 Letter to the Professor
September 23	Agenda setting Developmental and Culturally Competent Perspectives Case Conceptualization review Goal Setting	Christner, R.W., Kamon, E.E., & Mennuti, R.B. (2012) Ortiz, S.O. (2012) Beck Chapter 4 Relaxation Activity Form
September 30	Case Conceptualization Practice Conceptualization Treatment Planning	Friedberg, R.D. & McClure, J.M Ch 2 – 5 Beck 19 Case Interview Due
October 7	Review of Core Beliefs and Cognitive Distortions Collaborative Empiricism & Structuring Sessions	Beck 5-7 Letter to the Professor
October 14	Treatment Model Identifying Emotions and Cognitions	Friedberg, R.D. & McClure, J.M Ch 5 & 6 Beck Ch 9 – 12, 17 Case Conceptualization
October 21	Socratic Dialogues Identifying Beliefs	Friedberg, R.D. & McClure, J.M Ch 7 Beck (2005) Ch 13-14 Relaxation Activity
October 28	Cognitive Restructuring	Beck (1995) Ch 8,9,10 Letter to the Professor

November 4	Problem Solving Training Relaxation Training	Nezu, Nezu & D'Zurilla (2010) Beck (1995) Ch 13 Video Review
November 11	Depression Cognitive Restructuring	Friedberg 11 Beck (1995) Ch 8, 9, 10 Relaxation Activity
November 18	Anxiety ERPs Coping Skills Training	Friedberg 12 Eisen Z & Kearney C A (1995) Treatment Outline
November 25	Integration with Behavioral Techniques Role Plays	Friedberg Chapter 8, 9 Beck 15 Dobson, K, et al (2008)
December 2	Parent Training Role Plays	Friedberg 14
	Final Period	Take Home Final likely due 12/9 1pm (TBD)