

**Cognitive-Behavioral Therapy  
EDP384C (Unique #10820), Spring, 2016**

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**REQUIRED TEXTS:**

1. Dennis Greenberger & Christine Padesky (2016). *Mind over Mood: Changing How You Feel by Changing The Way You Think*, 2<sup>nd</sup> edition. The Guilford Press.
2. Judith Beck (2011). *Cognitive Therapy: Basics and Beyond*, 2<sup>nd</sup> edition. The Guilford Press.
3. Deborah Roth Ledley, Brian Marx, & Richard Heimberg (2010). *Making Cognitive-Behavioral Therapy Work* 2<sup>nd</sup> edition. The Guilford Press.
4. David Barlow (2014). *Clinical Handbook of Psychological Disorders: A Step-By-Step Treatment Manual*, 5<sup>th</sup> edition. The Guilford Press.

**COURSE GOALS:**

1. Develop a sophisticated understanding of the classic cognitive behavioral model of psychotherapy.
2. Know the key research findings relevant to the effectiveness of specific CBT treatment of depression, panic disorder, OCD, and social anxiety disorder.
3. Learn to conceptualize clinical cases using a CBT model and develop a treatment plan consistent with the literature on effectiveness.
4. Gain rudimentary skills in implementing CBT. Specifically, be able to explain the cognitive model in simple, accessible language, develop a thought recording log, help a client identify automatic thoughts, emotions, thinking errors, and alternative interpretations. Design behavioral experiments.

**REQUIREMENTS:**

1. Class attendance and participation: Be PROMPT, PRESENT, and ENGAGED in class. Complete assigned readings and practice exercises thoughtfully and be prepared to discuss in class. Participate in real/role-plays in class. (20% of grade)
2. Submit Summary/Discussion Notes pertaining to the assigned readings each week using portals on Canvas. This assignment is designed to encourage thoughtful reading and reflection and focus on key issues. Guidelines for how to approach readings and structure of the Summaries are posted on Canvas and the format is a little different from week to week: Sometimes I ask you to simply summarize chapters and sometimes I ask you to respond to specific questions about the readings. In all cases, feel free to include commentary about points that struck you as particularly important and personal reactions you may have had to readings. Because the Summary/Discussion Notes are not papers in the traditional sense, you should not use introductory or closing paragraphs or worry about transitions. However, do approach them in a thoughtful way: pay attention to choosing the points you focus on as well as stating your thoughts clearly. They will be given full credit if we perceive that you have followed directions with a high level of understanding, effort, and thoughtfulness. They won't be scored based on writing quality, per se, although our perceptions of your understanding, effort, and thoughtfulness can't help but be influenced by wording choices. (45% of grade)
3. Submit one taped real-play (15-20 min) and accompanying self-assessment using a portal on Canvas. Due Feb 23. In the tape you will demonstrate use of a thought log to devise and carry out a behavioral experiment. Your score will be based on the evidence of understanding and effort put into the videotape and

on the accuracy and carefulness of your self-assessment. You will **not** be graded on how smoothly or skillfully you carry out the interventions (15% of grade).

4. Keep a journal in which you write informal notes about your thoughts and experiences. Write in the journal a *minimum* of once a week and submit all new entries on Canvas every few weeks using the portals provided in Canvas. Dates also indicated on the syllabus. Each week you should include notes about at least one situation in which you practiced using a skill from class. Morgynn and I will both be involved in reviewing journals. Full credit will be given for completeness and consistent effort. The main purpose is to encourage you to practice the skills as much as possible, and also to create a structure that allows you to reflect thoughtfully on those experiences and explore your reactions to the material. Within that constraint, please use the assignment in a way that serves you.

**Topics to cover:**

a) your efforts to apply CBT principles or techniques to yourself and perhaps also to clients, and your observations about their results. Please include reference to an experience with skills practice every week at least until spring break and ideally after that as well. (Practicing skills on yourself is a great way to learn and is key; if you're in practicum and have the opportunity, I also encourage you to explore use of the techniques there).

b) any thoughts, reactions, or musings about the material and/or meditation practice. (20% of grade)

## DISABILITY SERVICES

The University of 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, 471-6441 TTY.

### Class Schedule

	<u>Topic</u>	<u>Reading</u>
January 19	Introduction and expectations	
January 26	Core Skills: Monitoring & Investigating Thoughts	Mind over Mood: Ch 1-7 (do exercises) Beck: Ch 1-3; 9-10
February 2 <i>Submit journal</i>	Core Skills Monitoring & Investigating Thoughts	Mind over Mood: Ch 8-9 (do exercises) Beck: Ch 11-13
February 9	Core Skills Monitoring & Investigating Thoughts	Mind over Mood: Ch 10-11; (do exercises) Beck: Ch 6; 15
February 16	no class; practice skills on own; <i>(no summary due!)</i> Morgynn available during class time for consultation	
February 23 <i>1. Taped real -play due 2. Submit journal</i>	Core Skills Monitoring & Investigating Thoughts	Mind over Mood: Ch 12; 15-16 (do exercises) Beck: Ch 14 & 16-18
March 1	Treating Panic & Agoraphobia	Barlow: Ch 1: Panic Disorder & Agoraphobia

Updated Jan 18, 2016

Mind over Mood: Ch. 14

March 8	Treating OCD Guest: Dr. Diana Damer	Barlow: Ch 4: OCD OCD Workbook chapters on Canvas
March 15	Spring Break	
March 22 <i>Submit journal</i>	Treating Social Anxiety	Barlow: Ch 3: Social Anxiety Disorder Social Anxiety Workbook chapters on Canvas
March 29	Organizing & Structuring the work	Making CBT Work: Ch. 1-5 & 8; Beck: Ch 5 & 7-8
April 5	Using Motivational Interviewing to Increase Client “Buy in” Guest: Dr. Lloyd Berg	Miller & Rose; Flynn (both articles on Canvas) Beck: 19-20
April 12	Treating Depression	Barlow: Ch 9: BA for Depression
April 19	Treating Depression	Barlow: Ch 6: CT for Depression
April 26 <i>Submit journal</i>	Drawing out internal dialogues (“parts” work)	Mind over Mood: Ch. 13 additional article tbd <i>(no summary due!)</i>
May 3	no class	<i>(no summary due!)</i>