

EDP 384C
Fall 2016
Cognitive Behavioral Assessment and Intervention
Unique # 10877

Instructor: Kevin Stark, Ph.D.

Class time: 1-4 Wednesdays

Email: kstark@austin.utexas.edu

Office hours: Monday 12:30 – 2:00.

TAs:

All course meetings will be held in SZB 426. Attendance in class is required. Students are expected to inform the instructor before an absence.

Grading:

Grades will be determined by performance on two exams and a final project (60% of grade), class participation (10%) and completion of class activities (30%).

The following are examples of behavior that could result in reduction in letter grade and when necessary require the student be put on a written plan to continue in the program: poor attendance, not turning in assignments/required documents, ignoring or disregarding ethical and legal guidelines, inappropriate or disrespectful behavior toward peers or professor.

Additional Information:

- Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. Upon request, according to standard policies at The University of Texas, I will provide appropriate accommodations for qualified students with disabilities.
- All students should abide by the UT Honor Code (or statement of ethics): <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>). “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”
- 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 complete the missed work within a reasonable time after the absence.

- The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :
- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050

Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency Text books:

Required Text

Beck, J. (2011). *Cognitive Therapy: Basics and Beyond*. New York: Guilford Press.
Journal articles and chapters that will be posted on Canvas

August 24

Introduction to CBT

What is CBT and why is it important to learn about it?

Activity: Case Conceptualization

August 31

Case Conceptualization & Cognitive Model

Beck Chapters 1 & 3

Hollon & Kris, 1984. Cognitive factors in clinic research and practice. *Clinical Psychology Review*, 35-74.

Safran, J. D., Vallis, T. M., Segal, Z. V. & Shaw, B.F. (1986). Assessment of core cognitive processes in cognitive therapy. *Cognitive Therapy and Research*, 509-526.
Turk, D. C. & Salovey, P. (1985). Cognitive structures, cognitive processes, and cognitive behavior modification: I. Client Issues.

Tools for assessing relevant variables

Activity: Identify Beliefs, Intermediate Beliefs, Automatic Thoughts

September 7

Structure of Sessions

Beck Chapters 2, 4, & 5

Case conceptualization materials & presentation

Activity: Identify the different sections of a session & Role Play

September 14

Identifying Automatic Thoughts & Psycho-education

Beck Chapters 7, 8, & 9

Psycho-education video, activities & materials

Activity: Case Conceptualization

September 21

Identify Emotions & Evaluating and responding to Automatic Thoughts

Chapters 10, 11 & 12

Coping skills training materials & activities

Cognitive Restructuring Role Play

Cognitive Restructuring Video

September 28

Identifying and Modifying Beliefs & Review

Beck Chapters 13 & 14

Clark, D. A., & Beck, A. T. (2010). Cognitive theory and therapy of anxiety and depression: Convergence with neurobiological findings. *Trends in Cognitive Science*, 14, 418 - 424.

Cognitive Restructuring activities

Cognitive Restructuring video

EXAM ONE: CASE CONCEPTUALIZATION

EXAM #1: Take Home Exam due 10/5

October 5

Additional Techniques & Homework

Beck Chapters 15,16, & 17

Activity: Problem solving training

Video on problem solving training

October 12

Intervention for Aggression

Lochman, J. E., Powell, N. R., & Whidby, J. M. (2012). Aggression in children. In P. C. Kendall (Ed.) Child and Adolescent Therapy, pp. 27 – 61. New York, Guilford Press.

Activity: video

Readings on ACT

October 19

Anger Management

Nelson, W. M., Finch, A. J., & Ghee, A. C. (2012). Anger management with children and adolescents. In P. C. Kendall (Ed.) Child and Adolescent Therapy, pp. 92 - 142. New York, Guilford Press.

Activity: Working with an angry patient

Video: Working with CBT for anger management

October 26

Anxiety Disorders

Kendall, P. C. (2012). Anxiety disorders in youth. In P. C. Kendall (Ed.) Child and Adolescent Therapy, pp. 143 -1 90. New York, Guilford Press.

Activity: Creating exposures

Videos of completing exposures

November 2

Depression

Stark, K. D., Streusand, W., Arora, P., & Patel, P. (2012). Childhood depression: The ACTION treatment program. In P. C. Kendall (Ed.) Child and Adolescent Therapy, pp. 190 - 233. New York, Guilford Press.

Articles on behavioral activation

Activity: Behavioral Activation Role Play

November 9

Trauma

Deblinger, E., Behl, L. E., & Glickman, A. R. (2012). Trauma-focused cognitive-behavioral therapy for children who have experienced sexual abuse. In P. C. Kendall (Ed.) Child and Adolescent Therapy, pp. 345 - 379. New York, Guilford Press.

Activity: TFCBT web-based training: <http://tfcbt.musc.edu>

Note that this takes 4-6 hours to complete, so please plan on completing it at home

EXAM #2: TAKE HOME DUE November 16

November 16

DBT

Miller, A. L., Smith, H. L., & Hashim, B. L. (2012). Dialectical behavior therapy with multi-problem adolescents. In P. C. Kendall (Ed.) Child and Adolescent Therapy, pp. 398 - 410. New York, Guilford Press.

Additional chapters from other books

DBT video

November 30

Mindfulness

Semple, R. J., & Burke, C. A. (2012). Mindfulness-based treatment for children and adolescents. In P. C. Kendall (Ed.) Child and Adolescent Therapy, pp. 411 - 428. New York, Guilford Press.

Additional chapters from other books

Activity: Mindfulness activities for children

Mindfulness videos

COURSE PROJECT: Review the treatment of a disorder or problem that was not covered in class;

Maximum of 10 pages: (2-3) literature review of relevant outcome studies, (5-7) description of the treatment program.