

**Cognitive-Behavioral Therapy
EDP384C (Unique #10795), Fall 2017**

PROFESSOR: Stephanie S. Rude, Ph.D.
stephrude@gmail.com; Cell: 512-468-7833

OFFICE HOURS:

Thursdays, 3:45 to 5pm, by appointment: Email me at the above address to request a time. If this timeframe does not work for you feel free to email for an alternative appointment time.

REQUIRED TEXTS:

1. **Dennis Greenberger & Christine Padesky (2016). *Mind over Mood: Changing How You Feel by Changing The Way You Think*, 2nd edition. The Guilford Press.**
This is a self-help workbook written with clients/users in mind. There is no better way to learn CBT than by applying it to ourselves! You will not read this book so much as work through it, completing each and every one of the many exercises and trying out the techniques on yourself
2. **Judith Beck (2011). *Cognitive Therapy: Basics and Beyond*, 2nd edition. The Guilford Press.**
This is one of the classic books on CBT. It provides detailed, step-by-step instruction in conceptualizing and treating clients within a CBT framework.
3. **David Barlow (2014). *Clinical Handbook of Psychological Disorders: A Step-By-Step Treatment Manual*, 5th edition. The Guilford Press.**
This volume, edited by one of the foremost researcher/clinicians in empirically based treatment of emotional disorders, David Barlow, not only details the procedures for implementing a variety of empirically based procedures (EBP), but also includes a detailed summary of the supporting research. The research summaries, which are important for us to understand, include information about the assessment of the disorder, factors in the context (e.g., group versus individual treatment) and setting (e.g., inpatient versus outpatient), client factors (e.g., racial or ethnic variables, symptom severity), and therapist factors (e.g., experience level). Each of the chapters focuses on an empirically based treatment of a particular disorder and is written by the leading developers and/or researchers of that treatment.
4. **Selected research articles on Canvas (also listed at end of syllabus)***
The research articles I have selected for you to read either provide key support for particular interventions we are learning about, or demonstrate differential effectiveness of techniques within particular contexts or with varying client characteristics. While the conclusions we reach about effectiveness of various interventions always relies on a body of research, not just individual studies, reading full reports of some of the key studies will provide you with a fuller understanding of the research evidence as well as sharpening your ability to critically appraise the evidence base of our practice.

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 treatments for the emotional disorders—specifically those for 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 current 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. Begin to develop skill in designing behavioral experiments collaboratively with clients.

COURSE STRUCTURE:

This course is structured to encourage active engagement with both the theory and practice of CBT. The active and interactive aspects of the course show up in several ways: As you do the readings, I ask you to complete all embedded reflection questions and exercises to help you deepen your understanding; in class we will watch numerous examples of techniques and practice implementing them; we will discuss material presented in readings and in class with an eye toward refining our ability to apply them in clinical situations; and we will devote a portion of virtually every class period toward practicing skills in small groups. Finally, I encourage you to contact me, in or outside of class with any questions, concerns or requests toward supporting your learning in the class.

In addition to learning the “how to”s of applying CBT techniques, there will be an emphasis on familiarizing yourself with the empirical support underlying the treatments you utilize. The literature that has been generated on treating psychological disorders is vast and we will read selectively in this class: We will rely primarily on the detailed overview analyses that are included in each of the Barlow chapters; but we will also read a selection of key research articles. We will focus both on learning about the key conclusions and “weight of the evidence” favoring particular interventions, and we will practice critically appraising the evidence. Finally, we will talk about designing treatment programs for individual clients using empirically based practices.

Another aspect of the course structure is that I will be incorporating a distance instruction component into the course: During four class sessions (shown on the course schedule below) I will not be physically present in class. On these days (as specified below) activities will include a mix of guest speakers; videos, and remote lecture with discussion. On most of the occasions that I am not physically present in class, I will be connected remotely so that, even when I am not leading class, I am listening in and able to address questions. On these occasions there will

also be a student assistant present who will be responsible for managing any technological glitches and/or questions that may arise.

Throughout the course we will make active use of Canvas, with guidance on how to approach readings and detailed instructions for skills practice and journal entries in modules corresponding to each class. This and frequent communication will help keep us all "on the same page," and I am confident that we will be able to maintain a high level of engagement with the material and open, reflective discussion with each other throughout the course.

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. You will **not** be evaluated on how smoothly or expertly you carry out the interventions but I will consider how much effort you appear to invest in doing your best.
25 points (28 points possible: 2 pts / class day for showing up, appearing engaged, & participating in discussion and exercises.)
2. Complete 8 of 10 short assessments in class on designated days. These will be short questions and written exercises designed to make sure you are mastering key information. Typically, I will ask you 2-3 short open-ended or fill-in-the-blank questions about the readings and/or ask you to do a written exercise to show understanding of a cbt skill. My goal is to make them easy enough that you will do fine on these with normal class prep—careful and thoughtful reading--but not actual studying. The purpose is to give you an incentive for reading carefully and to make sure you are mastering key information.
40 points (50 possible)
3. Keep a weekly journal in which you write notes about your thoughts and experiences. Submit entries on Canvas every week **by noon on the Tuesday before class**. On Canvas you will find instructions corresponding to each week (under Modules) as well as portals for submitting journal entries. Full credit will be given for completeness and consistent effort. The main purposes are to encourage you to practice the skills; reflect thoughtfully on those experiences and explore your reactions to the material; and to keep me connected in with how this is going for you.
20 points (26 points possible: up to 2 points for each of 13 entries)
4. Complete a take-home final exam and submit it online by Dec 12. The exam will consist of a series of open-ended questions about the theory, research, and practice of CBT that will be similar in content and depth to the way we cover the material in class. More details will be given about the take-home final halfway through the semester.
15 points

****Notice that most of the components that figure into your course grade offer the opportunity for extra points. This is intended to reduce excessive performance anxiety while providing you with incentives to prepare thoroughly and engage fully. Be aware that the maximum points you can earn for each of the grading components is the boldfaced number. In other words you cannot "bank" extra points from a given section. Having said this, I will look at your earned points as one of several indices of the degree of effort you are putting into the course and I will figure my assessment of your effort into your final course grade. If you are struggling with any component, despite investing a good effort, you should talk to me and I will work with you to see what we can do.**

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>
Aug 30	Introduction and expectations	
Sept 6	Core Skills: Tracking Thoughts & Emotions <i>Short assessment</i>	Mind over Mood (MoM): Ch 1-7 (do exercises) Beck: Ch 1-3; 9-10 Tolin: Ch. 1 (on Canvas) Hays (1995)*
Sept 13	Core Skills: Investigating/ Challenging Thoughts <i>Short assessment</i>	MoM: Ch 8-9 (do exercises) Beck: Ch 11-13 APA Presidential Task Force on EBP* La Roche & Christopher (2009)*
Sept 20	Core Skills: Behavior Change & Structuring the work <i>Short assessment</i>	MoM Ch 10-11 Learning CBT: Ch 3-4 (on Canvas) Beck: Ch 4-5; 15, 17, 19
Sept 27	Core Skills: Working with Core Beliefs <i>Short assessment</i>	MoM: Ch 12; Ch. 15-16 (do exercises) Beck: Ch. 14 & 16 Abramowitz et al. (2003)*
Oct 4	Treating OCD Guests: Dr. Diana Damer & Dr. Janna Miller	Barlow: Ch 4: OCD OCD Workbook chapters on Canvas

Short assessment

Oct 11 Multicultural Considerations
Watch Hays video & discuss
Dr. Rude: lead discussion via
Videoconference

Diaz-Martinez et al. (2010)*
Gregory (2017)*
Kohn et al. (2002)*
Miranda et al. (2003)*

Short assessment

Oct 18 Treating Panic & Agoraphobia

Barlow: Ch 1: Panic Disorder & Agoraphobia
Clark et al. (1999)*

Oct 25 Treating Social Anxiety

Barlow: Ch 3: Social Anxiety Disorder
Social Anxiety Workbook Ch. (on Canvas)
Wells et al. (2016)*

Nov 1 Treating Depression

Short assessment

Barlow: Ch 9: BA for Depression
Beck: Ch 6;

Nov 8 Treating Emotion Disorders

Short assessment

Barlow: Ch 6: Emotional Disorders:
A Unified Transdiagnostic Protocol

Nov 15 Using Motivational Interviewing
to Increase Client "Buy in"
Guest: Dr. Lloyd Berg
Dr. Rude: Introduce Young
Video & discuss by videocall

Miller & Rose (2009)*
Flynn (2011)*
Westra et al. (2016)*
Beck: 19-20

Short assessment

Nov 23 Thanksgiving

Nov 29 Drawing out internal dialogues
("parts" work) & intensifying
Emotion (finish watching
Young video)

Working with "Parts..."
Masley et al. (2012)*
OPTIONAL: Yosef: Dialogic Gestalt Therapy

Short assessment

Dec 6 Integrating Traditional & Newer
Approaches to CBT
(Dr. Rude: Distance lecture
& discussion)

Tolin: Ch. 15
Beck: Ch 20-21
Alsubaie et al. (2017)*

***List of Assigned Articles on Canvas**

- Abramowitz, J.S., Foa, E.B., & Franklin, M.E. (2003). Exposure and ritual prevention for Obsessive-Compulsive Disorder: Effects of intensive versus twice-weekly sessions. *Journal of Consulting and Clinical Psychology, 71*, 394-398.
- APA Presidential Task Force on EBP (2006). Evidence-based practice in psychology. *The American Psychologist, 61*, 271-285.
- Alsubaie, M., Abbott, R., Dunn, B., Dickens, C., Keil, T.F., Henley, W., & Kuyken, W. (2017). Mechanisms of action in mindfulness-based cognitive therapy (MBCT) and mindfulness-based stress reduction (MBSR) in people with physical and/or psychological conditions: A systematic review. *Clinical Psychology Review, 55*, 74-91.
- Clark, D. M., Salkovskis, P. M., Hackmann, A., Wells, A., Ludgate, J., & Gelder, M. (1999). Brief cognitive therapy for panic disorder: A randomized controlled trial. *Journal of Consulting and Clinical Psychology, 67*(4), 583-589. doi: 10.1037/0022-006X.67.4.583
- Diaz-Martinez, A. M., Interian, A., & Waters, D. M. (2010). The integration of CBT, Multicultural and Feminist Psychotherapies with Latinas. *Journal of Psychotherapy Integration, 20*, 312-326.
- Flynn, H. A. (2011). Setting the stage for the integration of motivational interviewing with Cognitive Behavioral Therapy in the treatment of depression. *Cognitive and Behavioral Practice, 18*, 46-54.
- Gregory, V. L. (2016). Cognitive-Behavioral Therapy for depressive symptoms in persons of African descent: A meta-analysis. *Journal of Social Service Research, 42*, 113-120.
- Hays, P. A. (1995). Multicultural applications of Cognitive-Behavior Therapy. *Professional Psychology: Research & Practice, 26*, 309-315.
- Kohn, L. P., Oden, T., Muñoz, R. F., Robinson, A., & Leavitt, D. (2002). Brief report: Adapted Cognitive Behavioral group therapy for depressed low-income African American women. *Community Mental Health Journal, 38*, 497-504.
- La Roche, M. J., & Christopher, M. S. (2009). Changing paradigms from empirically supported treatment to evidence-based practice: A cultural perspective. *Professional Psychology: Research and Practice, 40*, 396-402. doi: 10.1037/a0015240
- Masley, S.A., Gillanders, D.T., Simpson, S.G., & Taylor, M.A. (2012). A systematic review of the evidence base for Schema Therapy. *Cognitive Behavioral Therapy 41*, 185-202.

Miller, W. R., & Rose, G. S. (2009). Toward a theory of motivational interviewing. *American Psychologist*, 64, 527-537. doi: 10.1037/a0016830

Miranda, J., Chung, J. Y., Green, B. L., Krupnick, J., Siddique, J., Revicki, D. A., & Belin, T. (2003). Treating Depression in Predominantly Low-Income Young Minority Women: A Randomized Controlled Trial. *Journal of the American Medical Association*, 290, 57-65. doi: 10.1001/jama.290.1.57

Wells, A., Clark, D. M., Salkovskis, P., Ludgate, J., Hackermann, A., & Gelder, M. (2016). Social Phobia: The role of in-situation safety behaviors in maintaining anxiety and negative beliefs. *Behavior Therapy*, 47, 669-674.

Westra, H. A., Constantino, M. J., & Antony, M. M. (2016, March 17). Integrating motivational interviewing with Cognitive-Behavioral Therapy for severe Generalized Anxiety Disorder: An allegiance-controlled randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 84, 768-782. doi: 10.1037/ccp0000098