



Argosy University
San Francisco Bay Area Campus
Doctoral Program in Counseling Psychology
Cognitive Behavioral Therapy
C7434

Syllabus is subject to change: (updated: 12-22-11)

Spring 1, 2012

January 9 – March 1

On-Campus weekends: Jan. 14-15; Feb. 18-19

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Office Hours: Mon. 11-3:00, Wed. 1-3:30, and Thur. 10-12:30, and by appointment

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Spring Session II (7.5 week courses):

Course Description:

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and clinical issues.

Course Purpose: This course is designed to promote understanding of the theories and principles of cognitive behavioral therapy (CBT). A broad range of specific techniques, interventions, and applications are demonstrated and explored to enhance clinical and research oriented understanding. Specific class exercises are utilized to

develop skill acquisition. Developing CBT based treatment plans for specific problems and diagnoses are emphasized.

COURSE OBJECTIVES

- a) Demonstrate in a research paper, a written and oral case presentation, class discussion, and a written exam, understanding of the theoretical basis of CBT.
- b) Apply specific CBT techniques to the treatment of specific disorders. Through discussion and written case formulation be able to discern the difference between techniques and evaluate when and how to use them.
- c) Evaluate how to apply CBT when working with diverse populations and how to meet the needs of clients with a variety of ethnic and cultural backgrounds.
- c) Define and discuss the importance of maintaining professional boundaries, and meeting all ethical standards inherent in the mental health profession.
- d) Identify, discuss, and present in oral and written format evidenced-based research for therapeutic change through cognitive behavioral therapy.
- e) Research and write a paper describing current research showing the efficacy of CBT for the treatment of a specific disorder.
- f) Research and write a case presentation, evaluating and describing the clinical application of specific CBT approaches and techniques.

Course Relevant Program Outcomes, Competencies and Objectives

Goal 2: *The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.*

Objective a) *Students will acquire an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.*

Competency a) *Students will demonstrate an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.*

Objective b) *Students will acquire an understanding of, and demonstrate competence in a variety of therapeutic methodologies, including empirically supported therapeutic interventions.*

Competency b): *Students will demonstrate an understanding of, and demonstrate competence in a variety of therapeutic methodologies; including empirically supported therapeutic interventions. Students will demonstrate familiarity with evidence-based research relevant to the therapy models.*

Required Texts: NOTE: There is no ebook for this class. Students need to acquire their own texts.

McMullin, Rian E. (2000). *The new handbook of cognitive therapy techniques*. New York: W.W. Norton & Company ISBN# 0-393-70313-4

Barlow, D.H. (2008). *Clinical handbook of psychological disorders* (Fourth Ed.) New York: Guilford Press. ISBN-13: 978-1-59385-572-7

Recommended Reading:

Beck, A. T., Freeman, A., Davis, D. (2006). *Cognitive therapy of personality disorders*, 2nd Ed. NY: Guilford Press (paperback) (Hardback: 2003)

Greenberger, D., & Padesky, C. (1995). *Mind over mood*. ISBN-13: 9780898621280

Course Policies

Class Participation: Students are expected to attend all classes in their entirety and to participate weekly in the online discussion and assignments. This includes arriving for class and returning from breaks on time. Failure to do so can cause a significant lowering of grade, leading to potentially having to retake the class. Contact the instructor with any questions regarding this. In the case of an emergency, call the instructor as soon as possible. Class participation also includes doing the required reading before classes, indicated on the course outline, and being prepared to share in class, appropriate knowledge and questions. **Laptop use during class is for note-taking only. Please turn off cell phones and pagers during class.**

Please read the assignments in advance and be prepared to discuss what you have read. The thoughtfulness, relevance, and accuracy of your discussion contributions will contribute to your class participation points.

Online Participation: It is important for students to participate online by posting at least twice weekly and meeting the assignments for that week's module. Online Participation runs from **Tuesdays 5:00 pm** (when the new module is released) to Sunday Midnight **EXCEPT for weeks immediately prior to on-campus classes where the deadline is earlier** (see schedule, below). **Late postings are not read or reviewed by instructor.** Students should contact the instructor as soon as possible if for some reason they will be unable to post for the week. Points will be deducted for "not showing up for class" online. Missing two weeks will lead to being dropped automatically from the online system.

Assignments: Any assignments turned in **late will automatically be lowered one full grade**, unless there has been a prior arrangement made with the instructor.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and study the APA Manual, 6th edition. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the University may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

Specifications for the papers: One inch margins around the page, a cover sheet in APA form and style, and a page of references. **Page numbers should start on the first page of text NOT the cover page.** The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

Course Assignments

Case Report and Research Paper:

Final Research Papers Due,

[This will be discussed more in class.] Select a hypothetical or real client who meets the criteria of a diagnostic category or specific problem. Research the application and efficacy of CBT applied to that particular category or problem by reading **at least three articles published in journals** and other sources accessed by PsychInfo, EBSCO, ERIC, and Dissertation Abstracts. **Preference should be given to articles showing evidence based efficacy of CBT that have been published within the past five years. You may substitute one appropriate scholarly, research based book for a journal article.** Incorporate that research, for approximately a third of your paper, showing how it applies to utilizing CBT with your client. Include in this paper:

- (A) Describe the current research that you discovered in doing your literature search, and how CBT has been shown to be effective in the treatment for that disorder. This should constitute about a third, up to a half, of your final paper.
- (B) Presenting problems and symptoms, of the client, including how present cognitions impede him or her.
- (C) Brief History of the problem and background of the client

- (D) Develop a treatment plan with specific goals, CBT techniques, and homework
- (E) Give a description of a single session with the client, identifying specific interventions and client's responses, including a brief "transcript."
- Papers need to demonstrate a clear understanding of the basic principles, techniques, and applications of CBT. **An abstract is *not* required.** They should be either double spaced or 1 ½ spaced, flush left, using a 5 spaced indentation for paragraphs without additional space between paragraphs. Double sided is encouraged to save paper. Use APA style for citation of all references. Refer to the APA Publication Manual for guidance. Proper spelling and grammar is important. Students are encouraged to give their own opinions in papers, as well as integrating research material.
- **Refer to the Writing Resources guide online.**

Students will do an oral presentation of the case and/or research review for approximately 15 minutes on pre-arranged dates. Papers should be 10-12 pages, (longer is acceptable but not over 16 pages) space and a half or double spaced, double sided is acceptable, APA style, no abstract required. (Page numbers do NOT include cover and reference page.) Submit it to the course drop box and submit directly to turnitin.com

Instructions for turnitin.com: These will be provided when the course begins.

Once you have submitted a paper, you cannot resubmit it, so make sure you are submitting your final draft. If you have problems submitting it to turnitin, be sure you have emailed a copy of the paper to the instructor and inform her of the problem.

CBT Role-play Project and Paper:
CBT Project Papers Due

This will be discussed in more depth during the first class but the following is an outline:

- In specially designated role-plays each student will take on the role of a client and identify a specific, MINOR, problem on which to focus. "Problems" may need pre-approval from instructor.
- Another student, acting as the "therapist," will conduct the session, applying CBT approaches, working with the "client" to develop goals and a basic treatment plan, including assigning homework for the "client."
- For a total of three sessions, students will meet to do session work applying CBT techniques, monitoring homework, and progression to goals. After each session

there will be a class discussion about the experience, looking at what worked and what was difficult, questions about CBT techniques, etc., both in the roles of “client” and that of “therapist.”

- To aid in clarity of roles, there will be a group A and group B so that students will not be the "client" for the same person who has been his/her "client."
- Students are reminded that this is not “doing therapy” with each other but it is intended to assist skill acquisition of CBT.

Project Paper: Students will need to write up a summary of the three sessions.

Identify:

- The presenting problem (problem state) and the goals (desired state)
 - CBT techniques that were used
 - Homework assignments given and the results
 - Overall outcome of the project
 - A self critique, including what you would do differently (or the same) next time.
 - A brief description of your own experience as a “client” and as the “therapist.”
 - Included in the paper should be session notes from each meeting.
 - Papers should be approximately 6-9 pages double-spaced.
- **Final Exam:** There will be a short final exam, given in class on **Saturday, Feb. 18**, in the form of fill-in-the blank, and short answers. This will be discussed more in class the first weekend.

Grading Criteria

Criteria for grades for each requirement are as follows. Deduction in points are made for late papers depending on degree of lateness. Deductions will be taken for absences from classes.

** Special Note: Attention in grading will be paid to writing skills. Students can and will be failed for poor writing and conceptualization skills. If you anticipate that you will have difficulties in this area, please be proactive and consult with this instructor as soon as possible. A list of writing coaches is available online under “Writing Resources.”

Students will receive a letter grade in this course. The following criteria for determining a student's grade will be used:

- 1) Online Class participation: 10%
- 2) On-campus Class participation 10%
- 3) CBT Project: 25%
- 4) Oral Presentation 10 %

- 5) Final Paper: 30 %
- 6) Final Exam: 15%

ALL REQUIREMENTS MUST BE COMPLETED TO PASS THE COURSE

EVALUATION

Final Papers:

A+=99+

Paper shows original thought, provides excellent coverage of the material, is well written, and is in appropriate APA format, including required number of references.

A = 92 -98

Paper is in appropriate APA format, well thought out, and provides excellent coverage of material, and includes required number of references.

A- = 90-91

Paper is well thought out, uses the required number of references, is organized, provides excellent coverage of material but has missed a minor aspect of APA format or is not as well written in a way that slightly interferes with comprehension of minor points of the paper. For example, paper lacks a good summary and ends abruptly.

“A ” papers show accurate paraphrasing and summarizing of properly cited and referenced material; using minimum quotations and only when appropriate and effective.

B = 80 - 89

Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate. Range from B+ to B- depends on the degree to which writing style promotes—or interferes with—the reader’s comprehension; the degree to which APA format has been missed; and/or the degree to which the coverage of the material is adequate. To obtain a “B” at any level, still requires citing and incorporating the required number of references without excessive reliance on quotations.

C = 70 - 79

Insufficient number of references provided and/or limited coverage and/or disorganized, difficult to understand paper. Excessive reliance on quotations, not covering key theoretical components or clinical aspects. Range from C+ to C- depends on the degree to which there are problems with the paper.

F = <70

Paper is disorganized and coverage is not adequate and does not conform to APA format

Evidence of plagiarism OR paper not submitted

Criteria for Class Participation

Grade

A = 90+

Student actively participated in discussions in all discussion; nearly all comments were thought provoking and incorporated material from the assigned readings.

B = 80 - 89

Student actively participated in all discussions; most of the comments were thought provoking and incorporated material from the assigned readings

C = 70 - 79

Student participated in discussions in more than 70% of class sessions; comments/questions demonstrate a surface level understanding of course topics

Note: there are no "D's" given at AU graduate school

F = <70

Student participated in less than 70% of class sessions; comments/questions did not demonstrate an understanding of course topics

Student did not participate in class discussions

COURSE OUTLINE

All reading assignments are to be read before the class. *Note that ethics and diversity issues will be integrated into the lecture and discussion material as it applies to the specific topics covered.*

Online Week 1: Tues. 1-10- Friday 13, 8:00 pm Note early deadline

Overview of the course. Introductions.
Intro to cognitive theory and therapy.
The ABC's of CBT.

Reading Assignment: First chapter in McMullin;

Reading covered for this weekend: McMullin, Chapters 4,5,6

FIRST WEEKEND

Jan. 14-15, 2012

Saturday January 14

9:00 am – 6:15 pm

Introduction to Cognitive Theory and Therapy

Overview of Course Objectives, Organization, Requirements, and Grading Criteria.
Overview of Conceptual Framework for Cognitive Therapy.

ABCs of CBT: identifying and methods of intervening with beliefs and core schemas.
Well Formed Outcome
Countering techniques.
Demos and practice
First CBT Project Session

Sunday, January 15

9:00 am – 6:15 pm

CBT, REBT, and Techniques

Countering Techniques, continued.
Rational Emotive Behavioral Therapy
Schemas and Core Beliefs

Demos, videos, and Practice Sessions
Second CBT Project Session

Online Week 2: Tues, 1-17 – Sun. 1- 21

Finding automatic thoughts and beliefs and countering
Reading Assignment: McMullin, Chapters 2,3

Online Week 3: Tues, 1-23 – Sunday, 1-28 midnight

Principles of CBT: Countering Techniques
Reading Assignment: McMullin, Chapters 4,5,6

Online Week 4: Tues. 1-31-Sunday, Feb. 5 midnight

Principles and Application of CBT:
Reading Assignment: To Be Arranged

Online Week 5: Tues. Feb. 7 – Sunday, Feb.12 midnight

Application of CBT
Dealing with Gremlins, Habits and Addictions
Reading Assignment: Barlow, Chap. 12, 13, Alcohol Use; Drug Abuse and Dependence

Online Week 6: Tues. Feb. 14 – Fri. Feb 17 8:00 pm. NOTE EARLY DEADLINE

Application of CBT
Topic to be arranged.
Reading Assignment: To be arranged.

SECOND WEEKEND

Feb. 18-19

Saturday, Feb. 18

Specific CBT techniques: practice and applications

CBT for the treatment of Anxiety Disorders: Systematic Desensitization
CBT for the treatment of substance use and abuse
Class Presentations Begin

CBT Project Session #3
Videos, demos, practice sessions

Final Examination

Sunday, Feb. 19

Practice in Treatment of Specific Disorders, continued.

Depression and CBT for Cognitive Restructuring of Core Beliefs
Class Presentations
CBT Project Session #3
Videos, demos, practice sessions

Online Week 7: Feb. 21- 26,

Application of CBT
Topic be arranged.

Reading Assignment: To be arranged.

Case and Research Papers due Sunday, Feb. 26 midnight.

Online Week 8: Feb. 27 – Feb. 29

Topic to be arranged.
Course Wrap-Up

CBT Project Papers Due Wed, Feb. 29 midnight

On-Line Resources

The Argosy Library has numerous databases you can search for full-text, peer reviewed articles.

EBSCO Database: <http://search.epnet.com> User ID: argosy Password: stanacampus

- ***Psychology & Behavioral Sciences Collection***
Over 500 full text titles (mostly peer-reviewed) covering psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. To find out if a title is peer reviewed enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.
- ***Academic Search Elite***
This multi-disciplinary database offers full text for more than 1,850 scholarly journals, including nearly 1,300 peer-reviewed titles. Covering virtually every area of academic study, Academic Search Elite offers full text information dating as far back as 1985. This database is updated on a daily basis via EBSCOhost. To find out if a title is peer reviewed, enter the website. Click on Title List. Then click on the name of the publication you are interested in. Then click on Publication Detail.

LIRN Databases: <http://www.lirn.net/services.html> User ID: 54145

- ***Gale's Searchbank***: Expanded Academic Index ASAP 1980 to present. Scholarly journals with full text articles for topics from the arts and humanities to science and technology.
- **PA General Research, 1986 to present.** 1800 full-text articles in arts, business, education and social sciences.
- **ProQuest:** Search the full collection of journals, magazines and newspapers for information on a broad range of general reference subjects.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Additionally, **Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty.** It is the student’s responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.