



**Argosy University**  
**San Francisco Bay Area Campus**  
**Doctoral Program in Clinical Psychology**  
**Cognitive Behavioral Therapy**  
**PP8010**  
**Summer 1, 2009**

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**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 personality styles.

**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 population 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 Text:**

McMullin, Rian E. (2000). *The new handbook of cognitive therapy techniques*. New York: W.W. Norton & Company ISBN# 0-393-70313-4 **[Text covers working with diverse cultural populations]**

Barlow, D.H. (2008). *Clinical handbook of psychological disorders*. (Fourth Ed.) New York: Guilford Press. ISBN-13: 978-1-59385-572-7 **[Text contains readings of current, peer reviewed research of the evidenced based treatment using CBT for specific disorders.]**

American Psychological Association (2001). *Publication manual of the American Psychological Association*. Washington D.C.: American Psychological Association. ISBN 1-55798-791-2

OR:

American Psychological Association (2005). *Concise rules of APA style*. Washington DC: American Psychological Association. ISBN 1-59147-252-0

### **Course Policies**

**Attendance:** Missing classes will result in a lowered participation grade. If you must miss a class, contact me asap to arrange a remediation assignment and get the lecture/discussion notes from a classmate. Please turn off cell phones and pagers during class.

**Tardiness:** It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks **will** result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

**Assignments:** Any assignments turned in ***late will automatically be lowered one full grade unless a different agreement is made with the instructor ahead of time.*** Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

**Note:** The reception of anything sent electronically will be confirmed via email by the instructor. If you do not receive confirmation do NOT assume it has been received. If you have not received confirmation within two days, resend and/or call instructor to confirm it was received. DO keep copies of all assignments and emails.

**Class Participation:** Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. "Relevance" refers to being on topic and aware of others' contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

**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 the study the APA Manual. 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.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first 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**

1. **Midterm Exam:** There will be a mid-term exam in the form of fill-in-the blank and short answers.
2. **Case Report and Research Paper:** [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 3 articles published in journals and other sources accessed by PsychInfo, EBSCO, ERIC, and Dissertation Abstracts. **These references must be of articles showing evidence based efficacy of CBT that have been published within the past five years.** Incorporate that research into your paper, showing how it applies to utilizing CBT with your client.

### **Topics MUST be pre-approved by instructor.**

#### **Include:**

- (A) Presenting problems and symptoms of the specific disorder, including how present cognitions impede the client
- (B) History of the problem and background of the client
- (C) Develop a treatment plan with specific goals and CBT techniques
- (D) Give a description of a single session with the client, identifying specific interventions and client's responses,
- (E) Include a brief "transcript." This is a dialogue between therapist and client that demonstrates a CBT style interaction (approximately 1/2 page)

**Students will do an oral presentation of the case for approximately 10 minutes on pre-arranged dates. (Papers do not have to be written prior to class presentation—note due date for papers, below).**

**DUE DATE for Research papers:** Papers should be 8-10 pages of text [COVER PAGE AND REFERENCE PAGE DO NOT COUNT], space and a half or double spaced; double sided is acceptable, APA style, no abstract required.

Bring a hard copy to class AND send an electronic copy directly to [turnitin.com](https://turnitin.com) AND to the instructor [vbennett@argosy.edu](mailto:vbennett@argosy.edu) by

**Instructions for turnitin.com:** go to [turnitin.com](https://turnitin.com) and follow the instructions given to create your profile. The password is: gremlin The ID number is: 2690078

Once you have submitted a paper, you cannot resubmit it, so make sure you are submitting your final draft.

3. **CBT Role-play Project and Paper:** 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 follow-up 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 identifying the problem, goals, CBT techniques, and outcome of the project. Included in the paper should be session notes from each meeting. Students are also encouraged to critique their work and describe how they might have improved the process, what other techniques they might have used.

For 1-2 paragraphs student should also describe their personal responses to the project, both as therapist and client.

Papers should be approximately 5-6 pages double-spaced.

\*\* 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.

### **Grading Criteria**

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

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

- 1) Class participation: 10%
- 2) CBT Project: 30%
- 3) Oral Presentation: 5%
- 4) Final Paper: 35%
- 5) Midterm exam: 20%

**ALL REQUIREMENTS MUST BE COMPLETED TO PASS THE COURSE**

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 - 73
<b>C-</b>	72 – 70
<b>D+</b>	69 – 68
<b>D</b>	67 – 63
<b>D-</b>	62 – 60
<b>F</b>	59 and below

## EVALUATION

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.

### **Case Report and Research Paper (30%) and CBT Role-play and Project Paper (25%)**

Note: *The same evaluation criteria will be used for each assignment.*

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

### **Oral Presentation**

Students will receive the full 5 points to the degree to which they do the following:  
Student is well prepared, has timed the presentation so it fits within the time limit,

expresses ideas in a clear and understandable manner; has selected relevant research studies and provides specific examples of CBT techniques as applied to the chosen disorder. Briefly covers CBT interventions with a specific client. Is able to answer relevant questions.

Students will lose points to the degree they are not well organized, have not prepared what they have to say, do not focus on CBT applications and theory specific to the chosen disorder, are not prepared to present salient information within time limit.

**Assignment Table: (Subject to change, but will follow this approximate order)**

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.

Week/ Class	Class Topics and Assigned Readings	Activities
<b>Week 1</b> <b>Tues</b> <b>Class 1</b>  <b>5/12</b>	<b>Topic:</b> Overview of the course and requirements. Intro to cognitive theory and therapy. The ABC's of CBT. <b>Ethical considerations in the practice of CBT</b>  <b>Reading:</b> McMullin, Introduction and Chapter 14	Lecture and Discussion: What is CBT?  Class exercise: The ABC's of CBT  Instructor demonstration
<b>Week 1</b> Thurs. <b>Class 2</b> <b>5/14</b>	<b>Topic:</b> Identifying beliefs. Demos and practice.  <b>Reading:</b> McMullin, Chapter 1	Lecture and Discussion:  Class exercise: How to discover beliefs? Find the B's class exercise  Instructor demonstration
<b>Wk 2</b> <b>Tues.</b> <b>Class 3</b> <b>5/19</b>	<b>Topic:</b> Schemas and Core Beliefs; Setting Goals for CBT therapy  <b>Reading:</b> McMullin, Chapter 2 and 3	Lecture and Discussion: What are schemas and how do we identify them?  Instructor demonstration: Well Formed Outcome  Class exercise:

		Well Formed Outcome
Wk 2 Thurs. Class 4  5/21	<b>Topic:</b> Hard Countering Techniques  McMullin, Chapter 4	Lecture and Discussion: Defining hard countering techniques; deciding when and we use them. Instructor demonstration: Hard Countering Techniques Class exercise: Hard Countering Techniques
Wk 3 Tues. Class 5 5/26	<b>Topic:</b> Soft Countering Techniques  <b>Reading:</b> McMullin, Chapter 5	Lecture and Discussion: Defining soft countering techniques; deciding when and we use them.  Instructor demonstration: Soft Countering Techniques  Class exercise: Soft Countering Techniques
Wk 3 Thurs. Class 6 5/28	<b>Topic:</b> Objective Countering Techniques  <b>Readings:</b> McMullin, Chapter 5	Lecture and Discussion: Defining objective countering techniques; deciding when and we use them.  Instructor demonstration: Objective Countering Techniques  Class exercise: Objective Countering Techniques
Wk 4 Tues. Class 7	<b>Topic:</b> Rational Emotive Behavioral Therapy (REBT)	Lecture and Discussion: Defining REBT

6/2	<p><b>Readings:</b> Guidelines by the REBT Institute</p>	<p>Video: REBT for Anger Management</p> <p>Class exercise: ABCED of REBT</p> <p>Class Practice: <b>First CBT Project session, Group A</b></p> <p>Class Presentations</p>
Wk 4 Thurs. Class 8 6/4	<p><b>Topic:</b> Perceptual Shifting, Transposing and Bridging.</p> <p><b>Readings:</b> McMullin, Chapter 7,8,9</p>	<p>Lecture and Discussion: "Beyond Countering"</p> <p>Instructor demonstration: Bridging</p> <p>Class Practice: <b>First CBT Project session, Group B</b></p> <p>Class Presentations</p>

Wk 5 Tues. Class 9 6/9	<p><b>Topic:</b> Historical Resynthesis</p> <p><b>Readings:</b> McMullin, Chapter 10</p>	<p>Lecture and Discussion: Historical Resynthesis</p> <p>Instructor demonstration: Historical Resynthesis</p> <p>Class Practice: <b>Second CBT Project session, Group A</b></p> <p>Class Presentations</p>
Wk 5 Thurs. Class 10 6/11	<p><b>Topic:</b> CBT for Habits and Addictions. Evidence-based research</p> <p><b>Readings:</b> Barlow, Chapter 12 and 13</p>	<p>Lecture and Discussion: Treating Habits and Addictions</p> <p>Instructor demonstration</p> <p>Class Practice: <b>Second CBT Project session, Group B</b></p> <p>Class Presentations</p>
Wk 6 Tues. Class 11 6/16	<p><b>Topic:</b> CBT for Anxiety Disorders Cross cultural issues and applications Evidence-based research</p>	<p>Lecture and Discussion: CBT for Generalized Anxiety Disorder, OCD, PTSD</p>

	<p><b>Readings:</b> Barlow Chapters 3 and 4</p>	<p>Instructor demonstration Class Presentations</p> <p>Class Practice: <b>Third CBT Project session, Group A</b></p>
<p>Wk 6 Thurs. Class 12 6/18</p>	<p><b>Topic:</b> CBT for Anxiety Disorders Part 2: Panic Disorder and Agoraphobia Evidence-based research</p> <p><b>Readings:</b> Barlow Chapter 1</p>	<p>Lecture and Discussion: CBT for Panic Disorder</p> <p>Video demonstration Class Practice: <b>Third CBT Project session, Group B</b></p>
<p>Wk 7 Tues. Class 13 6/23</p>	<p><b>Topic:</b> CBT for depression. Changing Core Beliefs. Cross cultural issues. Evidence-based research</p> <p><b>Readings:</b> Barlow Chapter 6</p>	<p>Lecture and Discussion: Negative Triad, Beck's approach for depression. Video demonstration</p> <p>Class presentations</p> <p><b><u>Due: Final Research Paper</u></b></p>
<p>Wk 7 Thurs. Class 14 6/25</p>	<p><b>Topic:</b> Summary of the course</p>	<p>Lecture and Discussion: Class presentations</p> <p><b><u>Due: CBT Project Paper</u></b></p>

### **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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](http://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.