



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

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Office Hours: Call for an appointment.

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 explore the theoretical, empirical bases, and clinical applications of Cognitive Behavioral Therapy (CBT) for the most common Axis I and Axis II disorders. There will be a particular emphasis on helping students to develop clinical skills for the assessment and treatment planning of each particular psychological problem. In addition, a review of third wave therapies including Acceptance and Commitment Therapy (ACT) and Dialectical Behavioral Therapy (DBT) will be presented.

This course will consist of a mix of lecture, class discussion, videos, demonstrations, role plays, experiential exercises, and case presentations.

Course goals, objectives and competencies:

Goal 1:

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:

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

Competencies:

Students will demonstrate familiarity with evidence-based research relevant to the therapy models.

Goal 2:

To prepare professionals who are able to understand and use the scientific bases of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice.

Objective:

Students will demonstrate attitudes essential for continued learning, scholarly inquiry, and integration of new research findings and the emerging body of knowledge of psychology as a field into their clinical practice.

Competencies

Students must be able to articulate a clinical question and critically evaluate and synthesize the relevant theoretical, clinical, and research literature.

Required Text:

McKay, M. Davis, M., & Fanning, P. (2007). *Thoughts & feelings: Taking Control of your moods and your life*. Oakland, CA: New Harbinger. ISBN 10: 1-57224-510-7; ISBN 13: 978-1-57224-510-5.

Smith, L. (1999). *Overcoming Post-Traumatic Stress Disorder - Therapist protocol*. Oakland, Ca: New Harbinger. ISBN-13: 978-157224163-3.

Ciarrochi, L. & Bailey, A. (2008). *A CBT Practitioner's Guide to ACT*. Oakland, Ca: New Harbinger . ISBN-978-157224551-8.

Young, J., Klosko, J. & Weishaar, M. (2006). *Schema Therapy. A practitioner's guide*. New York: Guilford Publications. ISBN: 978-1-59385-372-3.

McKay, M., Wood, J. & Brantley, J. (2007). *The Dialectical Behavior Therapy Skills workbook*. Oakland, Ca: New Harbinger. ISBN 10: 1-57224-513-1; ISBN 13: 978-1-57224-513-6

Optional Readings:

An Unquiet Mind by Kay Redfield Jamison (bipolar disorder)

A Brilliant Madness: Living With Manic-Depressive Illness by Patty Duke, Mary Lou Pinckert, Gloria Hochman (bipolar disorder)

The Boy Who Couldn't Stop Washing: The Experience and Treatment of Obsessive Compulsive Disorder. by Judith L. Rapoport. (OCD)

Better Him than Me by Jack Eager (PTSD)

The Earl Campbell Story : A Football Great's Battle With Panic Disorder by Earl Campbell (Editor), John Ruane, Earline Campbell (Panic)

Good Enough. When Losing is Winning, and Thin Enough Can Never be Achieved by Cynthia N. Bitter (Eating disorders)

Diary of an Eating Disorder: A Mother and Daughter Share Their Healing Journey by Chelsea Smith, Beverly Runyon (Eating Disorder)

Course Policies

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. 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*. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read.

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.

Grading and Evaluation:

- 15% Assignment 1: Thought log.
- 15% Assignment 2: Exposure hierarchy.
- 20% Assignment 3: Research paper

- 10% Class participation
- 40% Final exam: Case formulation and treatment plan (2)
- 100% Total

Grades:

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

Assignments

In order to facilitate the learning process of specific Cognitive Behavioral Therapy interventions, students are required to complete the following written assignments:

1. **Thought log:** Each student will complete a thought log that specifically identifies (a) situation, (b) feelings, (c) automatic thoughts, (d) evidence for, (e) evidence against, (f) alternative thought, and (g) re-rate of feelings. Students can choose a hypothetical or real situation for this log. The instructor will provide students with an example of a completed thought log.
2. **Exposure hierarchy:** Groups of 2-3 students will be asked to develop an exposure hierarchy for a specific case that the instructor will present. Four variables must be taken in consideration when building the hierarchy: (a) spatial proximity, (b) temporal proximity or duration, (c) degree of threat, and (d) degree of support. The instructor will provide students with an example of an exposure hierarchy.
3. **Research paper:** Students will be asked to conduct a research on a topic that is related to Cognitive Behavioral Therapy. Topics can range from specific diagnosis, psychological processes, meta-analysis, and others. Students are expected to read at least 2 journal articles for this paper. Papers should be approximately 3-4 pages and written in APA style; in addition, the journal articles that support the paper should be attached to it. Students will orally present their paper in class.

- 4. Final exam:** Students will receive a vignette of an adult client. After reviewing the vignette students will be required to present a written paper that includes (1) Case Formulation and (2) treatment plan. The case formulation section should contain (a) Identifying Information, (b) Problem list, (c) DSM-IV Diagnoses, (d) strengths and assets, and (e) Working hypothesis. The treatment plan section should contain (a) Problem list, (b) Treatment goals, (c) Interventions, and (d) Obstacles. The instructor will provide students with a written example of a case and its respective case formulation and treatment plan

Class Topics, Readings and Assignments

Week	Date	Class Topics and Assigned Readings	Assignments - Activities
Week 1	05/12/09	Topic: What is CBT? Case formulation, structure of session, homework.	Instructor's introduction Students' introductions Review of syllabus Lecture
	05/14/09	Topic: CBT treatment for depression Reading: 1. Thoughts and feelings: chapters 13, 2, 3, 4, &15.	Lecture Role –play
Week 2	05/19/09	Topic: CBT for specific phobia Reading: 1. Thoughts and feelings: chapters 5, 11, &12.	Lecture Student's presentation: Group 1
	05/21/09	Topic: CBT for social phobia Reading: 1. Thoughts and feelings: chapters 5, 11, &12.	Lecture Student's presentation: Group 2 Assignment due: Thought logs.
Week 3	05/26/09	Topic: CBT for panic disorder. Reading:	Lecture Experiential exercise:

		1. Thoughts and feelings: chapters 9, 11, &12.	brief interoceptive exercise. Video
	05/28/09	Topic: CBT for obsessive-compulsive disorder. Reading: Overcoming Obsessive-Compulsive Disorder: Introduction, sessions 1, 4, 5 & 6.	Lecture Student's presentation: Group 3 Video
Week 4	06/02/09	Topic: CBT for post-traumatic stress disorder (Part 1) Reading: 1. Overcoming Post-Traumatic Stress Disorder - Therapist protocol. Sessions 4 & 5.	Lecture Video: brief imaginal exposure
	06/04/09	Topic: CBT for post-traumatic stress disorder (Part 2) Reading: 1. Overcoming Post-Traumatic Stress Disorder - Therapist protocol. Sessions 6 & 7.	Lecture Video: prolonged imaginal exposure. Student's presentation: Group 4
Week 5	06/09/09	Topic: Schema therapy for personality disorders (Part 1). Reading: 1. Schema Therapy. A practitioner's guide. Chapters: 1 & 2.	Lecture Experiential exercise: imaginary technique Role play Assignment due: exposure hierarchy.
	06/11/09	Topic: Schema therapy for personality disorders (Part 2) Reading: 1. Schema Therapy. A practitioner's guide. Chapters: 3 & 4.	Lecture Student's presentation: Group 5
Week 6	06/16/09	Topic: Dialectical Behavior Therapy (Part	Lecture

		1) Reading: 1. The Dialectical Behavior Therapy Skills workbook. Chapters: 3 & 6.	Experiential exercise: mindfulness. Video Student's presentation: Group 6
	06/18/09	Topic: Dialectical Behavior Therapy (Part 2). Reading: The Dialectical Behavior Therapy Skills workbook. Chapters: 1 & 6.	Lecture Experiential exercise: mindfulness. Video
Week 7	06/23/09	Topic: Acceptance and Commitment Therapy (Part 1) Reading: 1. A CBT Practitioner's Guide to ACT. Chapters: 1-2.	Lecture Student's presentation: Group 7
	06/25/09	Topic: Acceptance and Commitment Therapy (Part 2) Reading: 1 A CBT Practitioner's Guide to ACT. Chapters: 3-4.	Final exam due
Week 8	06/30/09	Review of final exam. Feedback session for instructor.	Group activity

On-Line Resources

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features **34,872** full-text journals and **over 38,500** electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog at <http://library.argosy.edu>. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>. An overview of the tutorial is available at <http://www.ausfba.com/pdf/InfoLitTutorial.pdf>.

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.

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.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.