PSYC 534  Principles of Cognitive Behavioral Therapy
Spring 2014

Instructor: Sarah J. Kertz, PhD
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Assigned Texts:
3. Readings posted on D2L.

Recommended Websites:
- Association for Behavioral and Cognitive Therapies  http://www.abct.org
- Evidence-based Behavioral Practice:  http://www.ebbp.org/index.html

Course Goals:
- To understand basic theoretical principles underlying cognitive and behavioral therapies
- To become familiar with the evidence base for CBT and empirically supported interventions
- To situate psychotherapy broadly and CBT specifically within the current context and climate in clinical psychology (i.e., in terms of RDoC, biopsychosocial models, increased leveraging of technology, etc.)
- To develop thoughtful case conceptualizations that translate into clear treatment plans
- To develop skills in delivering CBT interventions for mood and anxiety disorders
- To incorporate an empirical approach to clinical work (e.g. tracking progress, developing and testing hypotheses)

Format: The format of this course will include lecture, discussion, video, and role-play demonstrations and exercises. Class participation is expected. You will be asked to participate in role plays and in-class exercises and to share clinical experiences as you begin to test out new skills and refine others.

Assignments:

Weekly quizzes: Most weeks we will begin class with a short, 5 to 10-item, short answer quiz. Questions will focus on major points from the readings for that week.
Final: Your final will be a 20-item, comprehensive final exam covering material from the semester.

Homework: I will often ask you to complete weekly homework assignments. Many of these assignments will be the same assignments we ask our clients to complete between sessions. The homework is designed to provide you with an experiential appreciation for what you will be asking your clients to work through. I encourage you to complete them honestly. You will NOT present your homework in class or turn them in to me. I will ask you to write a short reaction paper (1/2 page) on your experience completing the homework (what was helpful, what was not helpful, what made it challenging, and how you can use what you learned to more effectively use the intervention with your clients) but will not ask you to share the content of your homework. These assignments will count toward your participation grade. You should bring these to class to guide our discussion and turn them in to me.

Discussion Questions: Each week you will be responsible for posting three discussion topics to the D2L discussion board relevant to that week's readings. The topics should raise issues or questions, link to your clinical work or material you've been exposed to in other courses, or suggest implications. Discussion questions shouldn't simply be requests for more time discussing the articles in class. These posts will count toward your participation grade.

Role plays: Throughout the course we will engage in role plays during our meetings. These role plays are designed to give you an experiential sense of what it is like to deliver and receive CBT interventions. They are not designed to be painful and I will not ask you to role play in front of the class but rather in small groups. Try to think of this as a chance to practice skills rather than as a performance.

Case Conceptualization (5 pages): You will develop a clinical case conceptualization for a client you are currently working with. You want this paper to address what you think is going on with this person and why (mechanism hypotheses). Why is this particular person experiencing these particular problems at this particular time? Your conceptualization should include detailed hypotheses about the etiology and maintenance of the problem(s) and include what you see as being the primary and secondary problems, the causes of these problems, maintaining variables, etc. If you have not seen any clients yet, you may see me for a sample case, or you may choose a sample case from fictional (e.g., TV show, movie, book) or nonfictional (e.g., news story) sources.

Your paper should start with (de-identified) (1) demographic information—age, gender, ethnicity, education, employment, living arrangements, marital status, etc., followed by (2) the presenting problem (what does the client say she/he is coming in for, why now?). Include (3) a brief history of relevant psychiatric, medical, social, development, and occupational data. Next review any (4) assessment data from the interview, testing, etc. and (5) DSM 5. Then present (6) the problem list/goals for treatment and (7) your conceptualization. The bulk of your paper should focus on elements 6 and 7. You may follow the outline Persons presents in Chapter 6 or use another outline. These are due to me via email before we meet for class.
**Treatment Plan (5 pages):** Your case conceptualization will naturally lead to your treatment plan. You may revise or update your conceptualization as you like for the treatment plan (i.e., you don’t have to use the exact conceptualization you turned in earlier in the semester). Base your treatment plan on an EST by providing a short review of the empirical literature (nomothetic) but make the treatment plan idiographic. Include within this treatment plan which interventions you would select, why, and how they relate to the case conceptualization. Selected interventions should be based on a combination of what the literature suggests is useful for the client’s particular problems and what is suggested by your specific conceptualization. Provide a rough session-by-session outline. Also include the methods you would use to evaluate whether treatment is working. These are due to me via email before class.

**Presentations:** You will deliver a case presentation on a client of your choosing. You will present background information and a brief conceptualization. You will then present your treatment plan and briefly review the theory behind the interventions, and how the interventions map onto the theory. Be sure to link your interventions with the problems list. In addition, you will present a brief outline the basic treatment protocol, summarizing the content from the sessions. Presentations should last approximately 45 minutes to cover all relevant material. More details will be provided later in the semester.

**Final Grade:**

- Weekly quizzes + final: 10%
- Homework/discussion questions/participation: 10%
- Conceptualization: 30%
- Treatment Plan: 30%
- Class Presentation: 20%

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**Jan 15:** Course Overview and Introduction to CBT

**Jan 22:** Empirically Supported Treatments and Current Issues in CBT

**Readings:**


**Homework:** Complete A-B-C Log (for next time)

**Jan 29:** Learning Theories; Assessment and Functional Analysis

**Discussion:** A-B-C homework

**Readings:**


**Homework:** Fill out a behavioral schedule and rate your adherence (for next time)
Feb 5: **Case Conceptualization and Identifying Targets for Treatment**
Readings: Beck Chapters 1 and 3  
Persons Chapters 1 and 6  
Homework: *Case Conceptualization assignment due next time*

Feb 12: **Behavioral Activation**
Discuss: Review activity log  
Readings: Beck Ch. 6  
Homework: Complete a thought record for next time-identify thoughts only

Feb 19: **Identifying and Challenging Negative Automatic Thoughts**
Discuss: Review thought record homework  
Readings: Beck Ch 9 and 11  
Homework: Complete a thought record for next time-identify negative thoughts only

Feb 26: **Identifying and Challenging Core Beliefs**
Discuss: Review thought record homework  
Readings: Beck Ch 12 and 14  
Homework: TBA

March 5: **Introduction to Exposure and Traditional Models**
Discuss: Review fear hierarchy  
Homework: Construct a fear/avoidance hierarchy for next time

March 19: **More Exposure and Inhibitory Learning**
Discuss: Review your exposure hierarchy  
ABCT discussion. (2013). How should newer data influence how we conduct exposure?
| Homework: Complete a diary card for next time |
|---|---|
| **March 26:** | **Emotion Regulation Therapy and DBT** |
| **Discuss:** | Diary Card homework |
| **Homework:** | TBA |
| **April 5:** | **Multicultural Considerations** |
| **April 12:** | **Treatment Planning, homework, and monitoring progress** |
| **Readings:** | Persons Ch 6, 7, and 9 |
| | Beck: Ch 17 and 19 |
| **Homework:** | Treatment Plan due next time |
| **April 19:** | **CBT, Technology, and Neurobehavioral Therapies** |
| **April 26:** | **Class Presentations** |
| **May 2:** | **Class Presentations** |
| **TBA:** | **Final** |