PSYCHOLOGY 862: COGNITIVE BEHAVIORAL THERAPY WITH ADULTS I

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Course Description
This course is designed to instruct you in the theory, principles, and application of cognitive-behavioral therapy for a variety of psychological problems. We will review behavioral theory, the cognitive model of emotion, and the basic steps in forming a cognitive-behavioral conceptualization. We will also review the principles of conducting cognitive-behavioral therapy, basic behavioral and cognitive techniques, how issues of diversity can impact conceptualization and treatment, and how to use a comprehensive conceptualization to drive treatment.

This course will utilize several modes of learning, including readings, lecture, discussion, example video/audiotapes, homework, role plays, and supervision of actual clinical cases. Each aspect of the coursework is essential to the development of your ability to apply cognitive-behavioral therapy. Initially, class time will be comprised of didactic instruction, but as the semester progresses, we will begin to split class time between didactics and group supervision of cases.

The course is not intended to convey that cognitive-behavioral therapy is the only acceptable therapy to practice. Rather, it is intended to inform you of (a) the problems for which cognitive-behavioral therapy has been shown to be efficacious and/or effective, (b) the steps and techniques involved in conducting cognitive-behavioral therapy, and (c) the flexibility of this therapy when it is based on a coherent case conceptualization. A list of treatment manuals for various psychological problems will be provided for your reference, but you will not be expected to learn each manual. Rather, you will learn the theory that underlies the application of the therapy to any problem.

Learning Outcomes

1. To appreciate the importance of the therapeutic relationship to cognitive-behavioral therapy, and to obtain practice in and guidance on establishing and maintaining effective relationships with therapy recipients
2. To learn basic tenets and principles of behavioral theory and cognitive theory
3. To understand how issues of diversity (e.g., age, race, ethnicity, culture, sexual orientation) can impact functioning and response to treatment.
4. To develop a comprehensive and cohesive cognitive-behavioral case conceptualization based on assessment, diagnosis, issues of diversity and other individual differences, and contextual factors.
5. To develop a basic treatment plan based on a cognitive-behavioral case conceptualization.
6. To develop a basic level of competence in applying behavioral and cognitive therapy techniques.
7. To begin to be able to carry out a basic cognitive-behavioral treatment plan, understanding how the case conceptualization drives therapeutic activity.
8. To learn how to effectively monitor treatment response and adapt treatment as needed.
9. To seek and demonstrate openness and responsiveness to feedback and supervision.
10. To engage in self-reflection about your performance, and to engage in self-care that promotes your well-being and, thus, your effectiveness as a therapist.
11. To develop your professional identity as a therapist and to develop in your ability to behave in ways that demonstrate integrity, accountability, and concern for the welfare of others.

Evaluation of Performance
The grading scale in this course is “Satisfactory” or “No Credit.” Students are evaluated based on (a) engagement in discussions and completion of assignment;, (b) active participation in supervision; (c) evaluation of skill acquisition via listening to and/or watching recordings of all therapy sessions conducted; (d) monitoring appropriate and ethical conduct in the delivery of therapy, including record-keeping and other associated clinic duties; and (e) reviewing students’ responsiveness to feedback on progress notes and associated reports.
Communications and Technology
We understand that many students use electronic devices to take notes. At the same time, electronic devices often lead to distraction during class. We therefore request that, if you use electronic devices during class, you disable all forms of communication, specifically including email and social media. If you anticipate needing access to such communication during class, please inform the instructors ahead of time.

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly. Readings from instructors will be provided by email or through Blackboard.

The instructor will notify the class of any cancellations or changes to the schedule by email.

Disabilities:
If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474.

Honor Code:
George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student’s responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available at: https://oai.gmu.edu/mason-honor-code/full-honor-code-document/. All violations of the Honor Code will be reported to the Honor Committee.

CLASS SCHEDULE AND IMPORTANT DATES

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tr>
<td>9/3</td>
<td>Final Add Date</td>
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<td>9/27</td>
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<th>Week</th>
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| 8/30  | Therapy Logistics – Intakes, Fees, Notes, etc. | Beutler (2009)  
|       | Introduction to CBT | Butler et al. (2006)  
|       | Functional Analysis | Beck (2011): Ch. 1, 2, 4, 5, 7  
|       |                         | Dobson (2016a)  
|       |                         | Jacobson et al. (1996) – optional |
| 9/6   | Behavioral Theory of Depression | Role Play – practice opening of intake  
|       | Behavioral Activation | Mazzucchelli et al. (2009)  
|       | Relaxation Techniques | Martell et al. (2001) Ch. 2  
|       |                         | Beck (2011): Ch. 15  
|       |                         | Craske & Barlow (2006): Ch. 5  
|       |                         | Dmidijian et al. (2006) – optional |
| 9/13  | Behavioral Theory of Anxiety | Role Play – functional analysis  
|       | Exposure Therapy | Asnaani et al. (in press)  
|       |                         | Craske et al. (2014)  
|       |                         | Steketee (1993): Ch 8 |
| 9/20  | Cognitive Theory | Role Play – anxiety hierarchy  
|       |                         | Beck (2011): Ch. 3  
|       |                         | pp. 137-140, 158-162, 198-205, 228-233  
| 9/27  | Automatic Thoughts | Beck (2011): Ch. 9-11 |
| 10/4  | Automatic Thoughts (cont.) | Beck (2011): Ch. 12  
|       |                         | Beck (2005): pp. 209-226; Ch. 11 |
10/11  Automatic Thoughts (cont.)
Intermediate and Core Beliefs
Beck (2011): Ch. 13; Ch. 14

10/18 Automatic Thoughts (cont.)
Intermediate and Core Beliefs (cont.)
Beck (2005): pp. 63-68; 77-85
Beck (2011): Ch. 16

10/25 Integrated Cognitive-Behavioral Conceptualization
Persons (2005)
Kuyken et al. (2008)
Payne et al. (2014)

11/1 Treatment Planning
Course of Treatment
Beck (2011): Ch. 17-20
pp. 284-286, 292-299

11/8 Integrating Cultural Considerations
Skill Review
Voss Horrell (2008)
Hays (2006): pp. 3-13

11/15 Integrating Cultural Considerations
Skill Review
Balsam et al. (2006)
Laidlaw et al. (2004)

11/22  No Class Meeting: Individual/Group Supervision (ABCT)

11/29  Thanksgiving Holiday – No Class

12/6 Research on CBT
Case Conceptualizations
Prepare CB conceptualization
Johnsen & Friborg (2015)
Dobson (2016b)
Waltman et al. (2016)
Gortner et al. (1998) – optional

12/13 Group Supervision
Winter Break Planning for Active Cases
Beck (2011): Ch. 21

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**Reading List**

**Required Texts**

**Optional Supplemental Texts**

**Articles/Chapters/Workbooks**


**Optional Supplemental Readings**

