PSYCHOLOGY 862-002: 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. From a theoretical perspective, we will review behavioral theory, the cognitive model of emotion, and the basic steps in forming a cognitive-behavioral conceptualization. From an applied perspective, we will review the principles of conducting cognitive-behavioral therapy, basic behavioral and cognitive techniques, and how to apply these techniques using a coherent cognitive-behavioral conceptualization.

This course will utilize several modes of learning, including readings, lecture, discussion, example video/audiotapes, homework, role plays, presentations, 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. I will not use tests or other methods to grade you, and the grades will simply be “Satisfactory” or “No Credit.” This should not, however, give you the impression that you can “slide by” on readings or assignments. Receiving credit for the course will require (a) completion of all didactic elements of the course and (b) appropriate and ethical conduct in the delivery of therapy. This includes record-keeping and other associated clinic duties.

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.

Course Goals:
1. To foster the development of your professional identity as a therapist.
2. To learn the basic tenets and principles of behavioral theory and cognitive theory.
3. To learn how to develop a comprehensive and cohesive cognitive-behavioral case conceptualization.
4. To understand how issues of diversity (e.g., age, race, ethnicity, culture, sexual orientation, etc.) can be incorporated into a cognitive-behavioral conceptualization.
5. To learn behavioral and cognitive therapy techniques, and to develop a basic level of competence in applying these techniques in practice situations (e.g., role plays).
6. To be able to develop a basic treatment plan based on a cognitive-behavioral case conceptualization.
7. To begin to be able to carry out a basic cognitive-behavioral treatment plan, understanding how the case conceptualization will drive all therapeutic activity.
8. To appreciate the importance of the therapeutic relationship to cognitive-behavioral therapy.
9. To understand existing knowledge regarding the potential influence of race, ethnicity, age, sex, sexual orientation, and other forms of diversity on the effects of treatment and on treatment delivery.

Technology Usage:
Important announcements and study questions may be distributed by email and must be distributed by Mason email (see official policy statement below). Please note that email cannot be considered confidential, so no identifying information regarding clinical cases should be included in email.

Mason Official Policy: 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.
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. All academic accommodations must be arranged through that office. Please note that accommodations MUST BE MADE BEFORE grades are assigned. I cannot adjust your grade after the fact.

Presentation

You must choose a disorder or condition and an evidence based treatment manual as the basis for a presentation to the class. Your presentation should consist of information regarding epidemiology of the diagnosis or condition, common co-occurring conditions or other factors affecting treatment, research documenting the efficacy of the particular manual/treatment that you chose, hypothesized mechanisms of action for the effectiveness of the intervention, and a presentation of the manual. If you have information about an actual case that would add to your presentation, you may include that in the presentation if it will not break the client's confidentiality agreement. Please provide me with your choices for the disorder/condition and manual by mid semester. Everyone must choose a different disorder and manual. More information about the presentation will be provided later in the semester.
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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| 1    | Introduction  
Evidence Based Practice and Empirically Supported Treatments | Task Force Report (1993)  
APA (2006)  
Jensen-Doss et al., (2011) |
| 2    | Structure in Therapy  
Functional Analysis | Jacobson et al. (1996)  
Butler et al. (2006)  
Beck (2011): Ch. 1, 2, 4, 5, 7 |
| 3    | Behavioral Theory of Depression  
Behavioral Activation  
Relaxation Techniques | Jacobson et al. (2001)  
Beck (2011): Ch. 15  
Craske & Barlow (2006): Ch. 5 |
| 4    | Behavioral Theory of Anxiety  
Exposure Therapy | Tryon (2005)  
Glassgold (2009)  
Barlow Chapters 1 and 4 |
| 5    | Cognitive Theory | Beck (2011): Ch. 3  
pp. 137-140, 158-162, 198-205, 228-233  
| 6    | Automatic Thoughts | Beck (2011): Ch. 9-11 |
| 7    | Automatic Thoughts (cont.) | Beck (2011): Ch. 12  
Beck (2005): pp. 209-226; Ch. 11 |
| 8    | Automatic Thoughts (cont.)  
Intermediate and Core Beliefs | Beck (2011): Ch. 13; Ch. 14 |
| 9    | Automatic Thoughts (cont.)  
Intermediate and Core Beliefs (cont.) | Beck (2005): pp. 63-68; 77-85  
Beck (2011): Ch. 16 |
Barlow (2008): Ch. 5 |
| 11   | Catch-up and Case Conceptualizations | Prepare CB conceptualization of current case to present in class |
| 12   | Treatment Planning  
Course of Treatment | Beck (2011): Ch. 17-20  
pp. 284-286, 292-299 |
| 13   | Integrating Cultural Considerations  
Skill Review | Hinton et al., 2006  
Davis et al., 2008 |
| 14   | Wrap-Up  
Winter Break Planning for Active Cases | Beck (2011): Ch. 21 |
Reading List

**Required Texts**


**Articles/Chapters/Workbooks**


