

Experiential Presentation: You will be required to give a 45-minute presentation during the quarter. In this presentation, which will be given in groups, you and your collaborators will lead the class in an experiential or practice exercise. Each presentation topic consists of a specific therapy technique from the material that the professor has already lectured on during that particular class period. Your task is not to present extensive new material, but to creatively engage the class in some kind of exercise regarding the technique. There are 6 weeks possible for presentations, each of which involves a different topic. I will be active in helping you to develop these presentations, though I will look to you to take the lead. In this regard, please make an appointment to meet with me prior to planning your presentations. Please see the presentation instructions sheet for more information.

Paper: In her book, *Cognitive Therapy: Basics and Beyond*, Judith Beck describes how to conceptualize a case using the “cognitive model.” She describes several parts of any cognitive therapist’s understanding of a client, including automatic thoughts, intermediate beliefs, core beliefs, and compensatory behaviors. In this paper, you are asked to conceptualize a friend or other person using the cognitive model and give examples of some treatment techniques you might use if this individual were your client. You also are asked to write a sample therapy script of how you might conduct an early session with that “client”. In this script, your task is to use language that would make sense to most clients. Your paper should be 8 pages (it can be longer, if you wish), double-spaced, 12 pt type-written. Please see the “Paper Instructions” sheet for more information.

Final Exam: The purpose of the final exam (it’s really more of a final “quiz”) is to assess your basic factual knowledge of the approaches to brief psychotherapy discussed in the course. As such, it will consist of approximately 25 brief multiple-choice questions and 2 short-answer questions.

Class Participation: Because this class is a combination of lecture and seminar, it is essential that each of us attend every meeting. Lecture is certainly important, but I believe that the “meeting of the minds” that occurs through class questions and discussion is *far* more important. As such, I base a portion of your final course grade on class participation. Participation is not graded by the amount you speak in class, but by your presence and active engagement (even if this is simply engaged listening!). If you need to miss class, please call me before-hand so we can review materials that will be missed. More than one absence will result in losing all of your class participation points.

Disability Accommodations: Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor immediately. To request academic accommodations for a disability, students also must contact Disability Resources located in Benson, room 216, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources to receive accommodations. I am more than happy to make any reasonable accommodations.

Class/Reading Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
4/4	Discuss syllabus, Differences between long- and short-term therapy, The therapeutic relationship in short-term therapies, Why do short-term therapy?	Reading: “Focused Single-Session Psychotherapy”
4/11	Introduction to cognitive therapy, The cognitive model, The first session.	Beck: Ch 1, 2, 3, & 4
4/18	Structuring the cognitive therapy session, Identifying automatic thoughts and emotions.	Beck: Ch 5, 7, 9, & 10
4/25	Evaluating and modifying automatic thoughts. First student presentation (completing a dysfunctional thought record).	Beck: Ch 11 & 12
5/2	Evaluating and modifying Core Beliefs, Student presentation (modifying core beliefs by exploring the past).	Beck: Ch 13 & 14
5/9	**Paper Due** Termination and relapse prevention, Student presentation (treatment planning in CT).	Beck: Ch 18 & 19
5/16	Behavior Therapy, Systematic Desensitization, Behavioral Activation/Activity Scheduling, Student presentation (activity scheduling).	Reading: “The Essence of Beh. Therapy” Reading: “Relaxation Training” Reading: “Systematic Desensitization” Beck: Ch 15
5/23	Time Limited Dynamic Psychotherapy, Student presentation (using countertransference in TLDP).	Reading: “Time-Limited Dynamic Psychotherapy”
5/30	Motivational Interviewing, Student presentation (making a change plan in MI).	Reading: “Why Do People Change?”
6/6	**Final Exam** Final discussion: What do <i>you</i> think?, Making the principles of short-term therapy work with almost any theoretical orientation, Combining approaches	

Reference of Course Text

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond (second edition)*. New York: Guilford.

References of Course Readings

“Focused Single-Session Psychotherapy” reading:

Bloom, B. L. (2001). Focused single-session psychotherapy: A review of the clinical and research literature. *Brief Treatment and Crisis Intervention*, 1, 75-86.

“The Essence of Behavior Therapy”,

“Relaxation Training”,

“Systematic Desensitization” readings, chapters 1, 5, & 6 from:

Goldfried, M. R., & Davison, G. C. (1994). *Clinical behavior therapy*. New York: Wiley.

Time-Limited Dynamic Psychotherapy” reading:

Levenson, H. (2003). Time-limited dynamic psychotherapy: An integrationist perspective. *Journal of Psychotherapy Integration*, 13, 300-333.

“Why do people charge?” reading, chapters 1 – 5 from:

Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing*. New York: Guilford.

Additional Recommended Readings

Beck, J. S. (2005). *Cognitive therapy for challenging problems: What to do when the basics don't work*. New York: Guilford.

Greenberger, D., & Padesky, C. (1995). *Mind over mood: Change how you feel by changing the way you think*. New York: Guilford.

Leahy, R. L., & Holland, S. J. (2000). *Treatment plans and interventions for depression and anxiety disorders*. New York: Guilford.

Levenson, H. (1995). *Time-limited dynamic psychotherapy*. New York: Basic Books.