

# Cognitive-Behavioral Therapies (CPSY 265)

Santa Clara University  
Department of Counseling Psychology  
Spring, 2014

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just see or call me.

Text: *Interviewing and Change Strategies for Helpers, 7<sup>th</sup> ed.* (Cormier, Nurius, & Osborn)  
and additional readings (available in PDF format through  
<http://camino.instructure.com>). See the last page of this syllabus for a bibliography.

Objectives: A first objective of this course is for you to be familiar with a variety of cognitive-behavioral therapy techniques. A second important objective is for you to gain practice with these techniques in order to develop comfort implementing them. Because your selection of which techniques to use should be grounded in a detailed understanding of the client, a third important objective is for you to understanding the theoretical principles of CBT and be able to conceptualize clients using those principles. After this course, it is my hope that you will be able to integrate CBT principles into therapy, whatever your primary theoretical orientation.

Grades: Course grades primarily will be based on a paper, a presentation, and two video/audio assignments (see below for descriptions of these assignments). There will also be a small grade for class participation.

	<u>Date</u>	<u>% Worth</u>
Video/Audio Assignment #1:	4/29	20%
Video/Audio Assignment #2:	5/20	25%
Paper:	6/3	30%
Presentation:	5/27-6/3	10%
Class Participation:		15%

It is important for students to turn in work in a timely manner. It is understandable, however, that unforeseen circumstances such as illness, bereavement, or tragedy may prevent a student from completing an assignment on time. If this happens to you, please notify me ahead of time (if possible), or at the earliest possible time. I'm more than willing to work with you. Normally this means that you will have one week to make up the work. Unfortunately, it is my policy *not* to accept late assignments or exams to accommodate travel plans, vacation plans, etc—it would be unfair to the rest of the class. If you have any questions or concerns that you may miss a deadline, please talk to me as soon as possible.

Video/Audio Assignments: Although the principles of CBT are relatively simple, doing the therapy can be difficult. As such, it is essential that each student get a chance to practice CBT and receive feedback. For each of the two video/audio assignments, you will be required to tape a CBT therapy session in which you are in the role of “therapist”. Video is preferred, if possible. Please choose another member of the class to partner with. Your partner should choose a real (but safe) issue that he or she believes might be amenable to CBT. These assignments should not be scripted, but you should feel free to loosely plan out what will be discussed. In each assignment, you should demonstrate one major CBT technique covered in the course. You will also be required to write a 1-2 page (double-spaced, 12 pt. font) critique of your performance. This critique should include your reasoning for why you used this particular technique for this particular problem, what you think you did well (and why), as well as what you think you need improvement on (and why). Due to the large number of students in the course, I generally will only be able to watch about 20 minutes of each video, so if you would prefer that I start from a particular time-point, please let me know where to begin watching.

Paper: In this class, we cover a large number of treatment techniques. Although all of these techniques represent types of CBT, they are not all equally effective for all mental disorders. In this paper, you will explore how CBT can be used to treat a specific disorder of interest to you. Please choose a disorder from the DSM-IV-TR and research how this disorder is treated using CBT. The paper should cover the major assessment methods, goals of treatment, techniques, most common modes of treatment (e.g., group, individual, family, etc.), and efficacy of CBT for that disorder. The paper should be 7-8 pages (double-spaced, 12 pt. font). Because it is a research paper, please be sure to cite your references in the text and include a bibliography (APA citation style please). An average paper will probably have anywhere from 8 to 10 references, but more is fine.

Presentation: This brief presentation will be based on your paper. As a professor, it is often frustrating to read many fantastic student papers and know that other students in the class do not get to benefit from this knowledge. So, for the last day-and-a-half of class, I would like you to prepare a brief presentation based on your paper. In this presentation, please give others an overview of the way cognitive-behavior therapists approach the disorder you chose for your paper.

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 the points for class participation.

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, (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>
4/1	Discuss syllabus, What is CBT?, Basic principles of CBT.	
4/8	Basic principles of CBT (continued), Conceptualizing clients, Setting treatment goals.	Reading: "Conceptualizing and Assessing" Chapters 7, 8
4/15	Using imagery and covert modeling in CBT.	Reading: "Imagery and Modeling"
4/22	Problem-solving strategies.	Chapter 11
4/29	Relaxation and stress-management strategies. <b>**Video/Audio Assignment #1 due**</b>	Chapter 12 Reading: "Relaxation Training"
5/6	Desensitization/exposure therapies.	Chapter 13 Reading: "Psychological Treatment of Panic" Reading: "MAP Protocol"
5/13	Cognitive restructuring.	Chapter 10 Reading: "Cognitive Therapy: Basics and Beyond" Reading: "Mind Over Mood"
5/20	Schema therapy. <b>**Video/Audio Assignment #2 due**</b>	Reading: "Schema Therapy"
5/27	CBT in group therapy. <b>**Presentations**</b>	
6/3	<b>**Final Paper Due**</b> <b>**Presentations**</b> Final Discussion: What do <i>you</i> think?	

### Reference for Course Text:

Cormier, S., Nurius, P. S., & Osborn, C. J. (2013). *Interviewing and change strategies for helpers* (7<sup>th</sup> ed.). New York: Brooks/Cole.

### References for Course Readings

“Conceptualization and Assessment” and “Imagery and Modeling” readings, chapters 8 & 12 from:  
A previous edition of your textbook: Cormier, S., Nurius, P. S., & Osborn, C. J. (2002).

*Interviewing and change strategies for helpers* (5<sup>th</sup> ed.). New York: Brooks/Cole.

“Relaxation Training” reading, chapter 5 from:

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

“Psychological Treatment of Panic” reading, chapter 2 from:

Barlow, D. H., & Cerny, J. A. (1988). *Psychological treatment of panic*. New York: Guilford.

“MAP Protocol” reading, chapters 10, 11, 12 & 13 from:

Barlow, D. H., & Craske, M. G. (1989). *Mastry of anxiety and panic*. Albany, New York: Graywind.

“Cognitive Therapy: Basics and Beyond” reading, chapters 6 & 8 from:

Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.

“Mind Over Mood” reading, chapters 5 & 6 in:

Greenberger, D., & Padesky, C. A. (1995). *Mind over mood*. New York: Guilford.

“Schema Therapy” reading, chapters 1 & 4 in:

Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). *Schema therapy: A practitioner’s guide*. 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.

Bieling, P. J., McCabe, R. E., & Antony, M. M. (2006). *Cognitive-behavioral therapy in groups*. New York: Guilford

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