

## COGNITIVE BEHAVIORAL THERAPY Winter 2016

**Instructor:** Steve N. Du Bois, Ph.D.

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**Office Hours:** By appointment

**Class:** PSYCH 376-CN-16 (27830)

**Meeting:** Th, 6:15 – 9:15pm, Wieboldt Hall 504

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### **Overview:**

Welcome to the course – Introduction to Cognitive Behavioral Therapy (CBT)! I hope you are as excited to take this course as I am to teach it. Together we will explore one specific modality of psychotherapy – CBT. Research indicates CBT is effective for various psychological symptoms and disorders; therefore, we will discuss what CBT is, and how it is used in the context of providing psychotherapy. We will answer questions such as:

- What *is* CBT?
- What does a Cognitive Behavioral therapist *do*?
- How effective is CBT for depression, anxiety, psychosis, eating disorders, etc?
- How does CBT compare to other treatment modalities?

### **Goals:**

Successful engagement and completion of the course will result in you being able to do the following:

- 1) Describe CBT and basic skills used when providing CBT.
- 2) Consume and describe research findings pertaining to the effectiveness of CBT for multiple disorders.

Additionally, likely we will have CBT role-plays in class that allow you to practice CBT skills. I also look forward to working with you to accomplish any personal goals you may have for yourself in this course.

### **Required Textbook:**

This textbook is an excellent clinical resource to have, for now and years to come.

**Craske, M. (2010). *Cognitive-Behavioral Therapy*. APA. Washington, D.C.**

### **Suggested Textbook\*:**

This textbook is full of useful worksheets and CBT-related activities.

**Greenberger, D. & Padesky, C. (1995). *Mind over Mood*. Guilford Press. New York.**

\*There is a newer version of this book, but I have not compared the new and old versions.

### **Evaluation and Grading:**

Final grades in this course will be given based on a maximum total of **375 points**:

- 1) **TERM PAPER (150):** Specific instructions for this paper will be distributed in another document.

- 2) **PARTICIPATION (100):** Composed of different scores – classroom attendance (30 – 3 points per class attended, excluding the final class) Culture Presentations (30), your In-class Presentation on a specific CBT-related topic (40).
- 3) **FAST FIVE ASSESSMENTS (50):** Starting Week 2, I will assess your knowledge of the readings with a 5-question, in-class quiz to start the class.
- 4) **OTHER ASSIGNMENTS (75):** These include researching and practicing a new Relaxation Technique with a partner (25 points); attending a Self-Help Group (25 points); and, tracking your own cognitions and behaviors as part of your CBT Skills Practice (25 points). Each of these will have a small paper assignment associated with it. Late assignments lose 5 points per day late.

Final grades will be determined on a 100 point scale,\* and letter grades will be assigned as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = lower than 60.\*\* I will round up final grades if the decimal point is .5 or higher. If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). No exceptions will be made to this rule.

\*At no point will I alter your exam, paper, or final grades due to any circumstances.

\*\*You can determine your current grade in the course at any time by dividing your personal total number of points accumulated by the total number of points given out so far.

#### **Policies/Procedures:**

- **Attendance Policy:** Classroom attendance is required, due to the interactive- and feedback-based nature of this course. Further, research shows that one's grade is directly related to attendance. To practice professionalism, email me if you are going to miss class. Your absence will be "excused" and therefore you will receive participation points for that day, by discretion of instructor.
- **Class Participation:** I hope students will participate in class by reading before class, and asking questions about the lecture and/or reading during class. The class will be more enjoyable for all if students participate.
- **Empathy and Respect:** In this class, I challenge you to **act like a clinician**. Talk to each other like you would talk to a client – respectfully, thoughtfully, sensitively. That means being kind and mindful of word choice in our discussions and questions about psychology and interviewing. Holding side conversations in class is also not acceptable.
- **Computers/Electronic Devices in class:** I strongly encourage students to take notes in class. However, I do **NOT** allow students to use a computer/tablet/iPad/smart phone to take notes during class, unless the student discusses this with me personally.
- **Lecture Slides:** I do not post content slides from my lectures online.
- **Cheating, plagiarism, etc:** I will not tolerate cheating, plagiarism or any other form of academic dishonesty. If a student is caught cheating on an exam or plagiarizing on a paper, that student will automatically receive an F for the course and the appropriate authorities within the university will be notified. To be clear, **plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference.**
- **Correspondence:** I encourage students to correspond with me via email. I will attempt to answer all student emails within three business days. If I have not responded to your email in three business days, please send me the email again.

- **Disabilities/Special Needs:** I am happy to accommodate special needs for students with disabilities. Students with disabilities should inform me of any needed accommodations.
- **Additional Clinical Resources:** It is not unusual for topics covered in Psychology courses to elicit unexpected issues for students, whether it is for him/herself or for someone else. If you feel you, or someone you know, needs counseling, please contact the Northwestern Counseling Center at <http://www.northwestern.edu/counseling/> or 847.491.2151.

**Winter 2016 Course Schedule:**

<b>Week #</b>	<b>Date</b>	<b>Topic</b>	<b>Associated Reading</b>
1	1.7	Class overview and welcome; Introduction to CBT	Course syllabus, etc.; Craske, Chapters 1-4
2	1.14	CBT, continued	Craske, Chapters 5-7; Knapp & Beck, 2008
3	1.21	<b><i>CBT Skills Practice Assignment Due</i></b> CBT for Mood Disorders;  CBT for Anxiety Disorders;	Price, 2011: Cognitive Behaviour Therapy: A Case Study; Arch, et al., 2012: RC of CBT s. ACT
4	1.28	CBT for Substance Use;  CBT for Internet Addiction	Sugarman et al., 2010: Coping Strategy Use Following CBCT For Substance Use Disorders; Young, 2007: CBT with Internet Addicts
5	2.4	CBT for Eating Disorders;  CBT for Pain Disorders;	Murphy et al., 2010: CBT for Eating Disorders; Bleichhart et al., 2005: Hypochondriases among patients with multiple Somatoform symptoms
6	2.11	<b><i>Relaxation Exercise Due</i></b> CBT for Personality Disorders;  CBT for Psychotic Disorders	Renner et al, 2013: Short-term Group Schema CBT for young adults with Personality Disorders; Sivec & Montesano, 2012: CBT for Psychosis in Clinical Practice
7	2.18	CBT for Cognitive Disorders;  Third Wave Treatments	Pastore et al., 2011: Efficacy of CBT for children...with Traumatic Brain Injury Kahl et al., 2012: The third wave of CBTs – what is new and what is effective
8	2.25	CBT for Young Clients, 1;  CBT for Young Clients, 2	Benazon et al., 2002: CbT in treatment- naïve children and adolescents with OCD; Antshel et al., 2014: CBT Outcomes in Adolescent ADHD
9	3.3	<b><i>Self-Help Assignment Due</i></b> CBT for Couples;  Group CBT	Baucom, et al., in Gurman (2008). Clinical Handbook of Couple Therapy; Lecomte et al., 2003: Group CBT for Clients with First Episode Schizophrenia
10	3.10	CBT for Bereavement;  CBT for Suicide Prevention	Rosner et al., 2015: Efficacy of an integrative CBT for prolonged grief disorder; Pratt et al., 2015: Cognitive-behavioral suicide prevention for male prisoners
11	3.17	<b><i>Final Papers Due</i></b> Mental Status Exam	N/A

## **Intro to CBT Partner Relaxation Exercise**

This project gives you the chance to learn and practice new Relaxation Exercises. You and a partner EACH will pick out an empirically-supported Relaxation Exercise, e.g. Progressive Muscle Relaxation, Autogenics, or Guided Meditation. Each partner will practice leading the Relaxation Exercise on their own; and then, partners will get-together in person and, one at a time, lead each other in their selected Relaxation Exercise.

In addition to the above, you will write up a report of your experience. The paper is worth 25 points. This paper should be 1 page, single-spaced, maximum.

Here is the breakdown/rubric:

\_\_\_\_ One paragraph describing the Relaxation Exercise that you chose, generally. Include here statistics related to use and effectiveness of the technique, across disorders. Use at least two empirical articles in this paragraph (10 points).

\_\_\_\_ One paragraph on your experience learning and leading someone else in this activity. Describe what happened, step-by-step, for you, throughout the experience (5 points).

\_\_\_\_ One paragraph on your experience being led in your partner's Relaxation Exercise. Describe briefly what the Exercise was, and your experience of doing it from the perspective of a client (5 points).

\_\_\_\_ One paragraph relating your experience to CBT concepts covered in class (5 points).

## **Intro to CBT Self-Help Group Project**

This project will give you a unique opportunity to see one particular type of psychosocial intervention firsthand. You will seek out and attend a self-help group in the community. There are many different types of groups you could attend, including, depression and bipolar disorder support groups, anxiety disorder support groups Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, bereavement support groups, etc.

In addition to attending the group, you will write up a report of your experience. The paper is worth 25 points. This paper should be 1 page, single-spaced, maximum.

Here is the breakdown/rubric:

\_\_\_\_ One paragraph describing the disorder that was the focus of the group. Include here prevalence rates and diagnostic criteria. Use at least two empirical articles in this paragraph (10 points).

\_\_\_\_ One paragraph on the group structure and content. Describe what happened, the order in which it happened, and what was discussed (5 points).

\_\_\_\_ One paragraph discussing your personal reactions to the group structure and content. What were your reactions as you sat in on the group (5 points)?

\_\_\_\_ One paragraph relating your experience to CBT concepts covered in class (5 points).

## Intro to CBT Skills Practice Assignment

This project gives you the chance to learn and practice CBT skills on yourself. In addition to practicing the skills on yourself, you will write up a report of your experience. The paper is worth 25 points. This paper should be 1 page, single-spaced, maximum.

Here is the breakdown/rubric:

Note you will not be asked to turn in any of the CBT worksheets you use to practice these skills. This is to protect your confidentiality.

\_\_\_\_ One paragraph describing the specific CBT skills you chose to practice (self-monitoring, functional analysis of behavior, thought records, etc.). Include here statistics related to use and effectiveness of the CBT skill, across disorders. Use at least two empirical articles in this paragraph (10 points).

\_\_\_\_ One paragraph on your experience using the CBT skills on yourself. Describe what happened, step-by-step, for you, throughout the experience of using a CBT intervention. Note we do not want you to tell us the specific thoughts/behaviors you experienced, but rather your experience of tracking these (5 points).

\_\_\_\_ One paragraph relating your experience to CBT concepts covered in class. Obviously CBT skills ARE concepts we cover in class; for this reason, we are looking for you to relate your Skills Practice to *other* course concepts (5 points).

\_\_\_\_ One paragraph discussing how your experience can inform any future CBT Practice you do, with yourself or with future clients (5 points).

## Intro to CBT Paper Assignment

This is a three-part paper that challenges you to integrate your research skills and clinical knowledge. Here is what you will do:

1. Review the empirical literature on use of CBT and another treatment modality for a specific disorders (Depression, Schizophrenia, Dementia, etc.).
2. Compare CBT and your other modality. Describe the similarities and differences across modalities, in the treatment of these disorders.
3. Constructively critique both CBT and the other modality in its approach to treating these disorders.

Relevant dates\* for the paper include:

**January 7, in class:** You receive the paper assignment and we review it.

**Throughout class:** You present on, and learn from others presenting on, various disorders.

**March 17:** Final paper due

\*Late submissions for the March 17th deadline will be penalized 10 points per day from your final paper grade.

Below is the complete grading rubric for the final paper. I will use **this** rubric.

### Intro to CBT Paper Grading Rubric

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#### **Part 1: Disorders (20 points):**

\_\_\_\_\_ Describe the set of disorders you will be discussing. Provide related basic information about these disorders, e.g. different individual diagnoses within the set of disorders, prevalence rates, etc. (10)

\_\_\_\_\_ Describe one specific disorder you will be discussing in detail. Provide related basic information about this disorders, e.g. diagnostic criteria, differential diagnoses, etc. (10)

#### **Part 2: CBT Treatment (35 points):**

\_\_\_\_\_ Use empirical articles to describe how CBT is used to treat this disorder (15)

\_\_\_\_\_ Describe general results of studies testing the effectiveness of CBT to treat this disorder (10)

\_\_\_\_\_ Describe one study in specific. Include a detailed account of the Methods, Results, and Implications (10)

#### **Part 3: Alternate Treatment Modality (45 points):**



\_\_\_\_\_ Briefly but comprehensively describe this alternate treatment modality (approx 2 paragraphs of definition and description of treatment approach/interventions) (10)

\_\_\_\_\_ Use empirical articles to describe how this modality is used to treat this disorder (15)

\_\_\_\_\_ Describe general results of studies testing the effectiveness of this modality to treat this disorder (10)

\_\_\_\_\_ Describe one study in specific. Include a detailed account of the Methods, Results, and Implications (10)

**Part 4: Synthesis (30):**

\_\_\_\_\_ Provide strengths and weaknesses of CBT in treating this disorder (10)

\_\_\_\_\_ Provide strengths and weaknesses of the alternate treatment modality in treating this disorder (10)

\_\_\_\_\_ Provide recommendations (either CBT or other treatment modality) for someone with the disorder outlined above, based on your review of the literature (10)

**General: Style, grammar, etc. (20):**

\_\_\_\_\_ APA Style (including Bibliography and in-text citations) (10)

\_\_\_\_\_ Grammar, punctuation, style, appropriate length (approx. 8 pages), etc. (10)

Total (out of 150): \_\_\_\_\_

Minus late points: \_\_\_\_\_

Overall total: \_\_\_\_\_