



University of Hartford

Graduate Institute of Professional Psychology (GIPP)
College of Arts & Sciences

CPS 639: Advanced Cognitive-Behavioral Therapy **Fall, 2007**

Mondays, 5:00-7:30 pm
East Hall -- Room 111

Dr. Kathy McCloskey, ABPP

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COURSE SYLLABUS

1. Statement of Principle

The instructor for this course will strive to ensure inclusion of curriculum material consistent with the Program's mission of affirmative diversity. The aim of such inclusion is to help foster social and political awareness, interest in, respect for, and competence in understanding all groups, and skill in providing services to people of diverse backgrounds.

Every student with a documented physical, psychiatric, or learning disability has the Program's commitment and support in obtaining accommodations, academic adjustments, and/or other auxiliary aids. When seeking accommodations, students with a disability must identify themselves as an individual with a disability in a timely manner to the Coordinator of Services for Students with Medical, Physical, and Psychological Disability within the Student Affairs office at the University (see <http://www.hartford.edu/support/desc.asp?id=9>), and to the Associate Director/Coordinator of Student Affairs of the GIPP. The student should also consult with the instructor at the beginning of the course for specific needed accommodations.

The instructor for this course will include curriculum material that addresses the importance of empirically supported evidence, multiple critical viewpoints, and the current literature concerning relevant interventions, assessments, diagnoses, theoretical constructs, and other clinical issues and/or techniques relevant to the topic area. An empirically supported approach is consistent with the Program's mission of providing training where scientific knowledge is integrated with clinical practice (practitioner-scholar model), as well as with the American Psychological Association (APA) Ethics Code concerning ethical teaching approaches and service delivery.

2. Rationale

Over the last 30 years, cognitive-behavioral therapy as pioneered by Aaron T. Beck, M.D. has evolved into an intricate system of psychotherapy applicable to a wide range of human problems. This course serves as a forum to discover and integrate emerging clinical and empirical developments within this theoretical orientation.

3. Course Content

This course addresses issues relevant to the conceptualization and treatment of depression and anxiety states in adult clients from a cognitive-behavioral perspective as empirically-supported in the literature. Theoretical issues such as the content-specificity hypothesis and the hierarchical organizational model of personality will be delineated. Clinical issues such as agenda setting, Socratic questioning, eliciting client feedback, homework assignments, dealing with avoidant clients, use of the therapeutic relationship, and termination issues will be addressed. While a variety of techniques including activity scheduling, tests of evidence (retribution), and behavioral experimentation will be introduced, a special emphasis will be placed on case conceptualization.

4. Course Objectives

Upon completion of this course, students are expected to:

- a. Understand the empirically-supported underpinnings of cognitive-behavioral therapy;
- b. Develop a sophisticated appreciation of the theory which supports cognitive-behavioral psychotherapy;
- c. Develop an emergent ability to conceptualize client problems from a cognitive-behavioral perspective;
- d. Develop a fledgling understanding of the processes and techniques in cognitive-behavioral therapy;
- e. Demonstrate acquired knowledge of cognitive-behavioral materials through satisfactory examinations and class discussion.

5. Course Format

This course will follow primarily a didactic lecture-discussion format. However, there will be experiential learning opportunities (videos, role-plays, etc.).

6. Course Requirements

- a. Complete assigned readings.
- b. Take mid-term and final examinations.
- c. Participate in class discussion and homework exercises.

7. Methods of Evaluation

Satisfactory performance will be evaluated through completion of examinations. Each exam will account for 40% of the grade. Class discussion and homework exercises will account for 20% of the grade.

Grading procedures are outlined below:

Grading:

Class discussion and homework:	20%	A	100-95	A-	94-90
Mid-term exam:	40%	B+	89-86	B	85-83
Final exam:	<u>40%</u>	B-	82-80	C+	79-77
	100%	Fail	≤ 76		

8. Late/Missed Examinations

ALL EXAMS ARE DUE TO BE TAKEN ON THE DATE SPECIFIED BY THE SYLLABUS. Unless there is a personal/family emergency or other rare circumstance, NO LATE exams will be accepted. All exams must be taken on the date scheduled or they will receive *at least* a 10-point reduction on any retake.

9. Class Schedule

Date	Class Number	Topic/Reading Assignment
Sept 10	1	<ul style="list-style-type: none"> - Course introduction - Theory and background - Hand-out reading assignments - Overview of treatment model
Sept 17	2	<ul style="list-style-type: none"> - Issues of diversity - Evidenced-based treatment (reading handouts) - Dobson, Chapt. 1 - Padesky & Greenberger, Chapt. 2 - Greenberger & Padesky, Chaps. 1, 2, & 3
Sept 24	3	<ul style="list-style-type: none"> - Case conceptualization - Clinical hypotheses - Therapeutic relationship and setting the agenda - Dobson, Chaps. 2 & 3 - Padesky & Greenberger, Chaps. 1 & 3 - Video: Structure of the Therapy Session
Oct 1	4	<ul style="list-style-type: none"> - Specific interventions - Avoidance/resistance - Greenberger & Padesky, Chaps. 4, 5, 6, 7, & 8 - Video: Using the Thought Record
Oct 8	5	<ul style="list-style-type: none"> - Depression and anxiety - Dobson, Chapt. 10 - Greenberger & Padesky, Chaps. 9, 10 & 11 - Padesky & Greenberger, Chaps. 4 & 5 - Video: Activity Scheduling - Mid-Term Exam review
Oct 15	6	- Mid-Term Exam

Oct 22	7	- Changing Schemas and Other Techniques - Beck, Freeman, & Davis, Chapt. 2 - Video: Schema Change Methods
Oct 29	8	- Changing Schemas and Other Techniques (cont.) - Beck, Freeman, & Davis, Chapt. 3
Nov 5	9	- Changing Schemas and Other Techniques (cont.) - Beck, Freeman, & Davis, Chapt. 4 & 5
Nov 12	10	- Anti-Social, Borderline, Histrionic, and Narcissistic PD - Beck, Freeman, & Davis, Chapt. 8, 9, 10, & 11 - Padesky & Greenberger, Chapt. 7
Nov 19	11	- Paranoid and Schizo-Type PD issues - Beck, Freeman, & Davis, Chapt. 6 & 7
Nov 26	12	- Avoidant and Obsessive-Compulsive PD issues - Beck, Freeman, & Davis, Chapt. 13 & 14
Dec 3	13	- Dependent and Passive-Aggressive PD issues - Beck, Freeman, & Davis, Chapt. 12 & 15
Dec 10	14	- The Therapist is Missing Something Big: Resistance and Compliance Issues - Final Exam Review and Course Wrap-Up
Dec 17	15	- Final Exam

10. Texts and Articles

Required Texts:

A. MIND OVER MOOD Therapy Skills Series:

- 1) Greenberger, D., & Padesky, C. A. (1995). *Mind over mood: A cognitive therapy treatment manual for clients*. New York, NY: Guilford.
- 2) Padesky, C. A., & Greenberger, D. (1995). *Clinician's guide to 'Mind over mood.'* New York, NY: Guilford.

B. Standard Textbooks:

- 1) Beck, A. T., Freeman, A., & Davis, D. D. (2003). *Cognitive therapy of personality disorders, 2nd ed.* New York, NY: Guilford.
- 2) Dobson, K. S. (2002). *Handbook of cognitive-behavioral therapies*. New York, NY: Guilford.

Handouts and Homework ONLINE THROUGH THE LIBRARY:

HOMEWORK #1, #2, #3, #4, & #5 – download all before 1st day of class.

IN-CLASS OUTLINES #1, #2, #3, #4, #5, #6, & #7 – download all before 1st day of class.

Required Article as Handed Out in Class:

Roth, A., & Fonagy, P. (1996). Conclusions and implications (Chapter 18). In A. Roth & P. Fonagy, *What works for whom? A critical review of psychotherapy research* (pp. 358-378). New York, NY: Guilford Press.

***** Other readings may be HANDED OUT IN CLASS *****

Clinical Videos Shown in Class (in order of presentation):

- a) Davidson, J., Persons, J. B., & Tompkins, M. A. (1999). *Cognitive-behavior therapy for depression: Structure of the therapy session (a videotape demonstration)*. American Psychological Association: Washington, DC.
- b) Davidson, J., Persons, J. B., & Tompkins, M. A. (1999). *Cognitive-behavior therapy for depression: Using the thought record (a videotape demonstration)*. American Psychological Association: Washington, DC.
- c) Persons, J. B., Davidson, J., & Tompkins, M. A. (1999). *Cognitive-behavior therapy for depression: Activity scheduling (a videotape demonstration)*. American Psychological Association: Washington, DC.
- d) Tompkins, M. A., Persons, J. B., & Davidson, J. (1999). *Cognitive-behavior therapy for depression: Schema change methods (a videotape demonstration)*. American Psychological Association: Washington, DC.