Psychotherapy 2: Cognitive and Behavioral Therapy

Psych 652
Fall Semester 2014

Class Time and Location

Wednesdays 12:30 - 3:20 PM
255 TLRB

Instructor

Scott Baldwin
268 TLRB
Department of Psychology
Phone: 801-422-9756
Email: scott_baldwin@byu.edu

Office Hours

My office hours are Mondays 2:00 - 3:30 or by appointment. My office location, phone number, and email address are listed above. Feel free to contact me with questions regarding the course material either in person, by phone, or via email. I will do my best to make myself available at times other than my office hours. Please feel free to set up an appointment to talk with me or just come by my office. If I am available, I'll talk with you. If not, we can find a time that will work.

Description

This course is designed to assist you in learning the theory and intervention principles of cognitive-behavioral therapy (CBT).

Learning Outcomes

1. Explain the theoretical tenets and concepts of cognitive-behavioral theory.

2. Describe and apply common CBT interventions and procedures and the rationale for their use.

3. Formulate a case conceptualization and treatment plan from a CBT perspective.

1 Note that CBT is a broad category of interventions that include standard cognitive therapy, social-learning therapies, and 'third-wave' behavior therapies such as Dialectical Behavioral Therapy or Acceptance and Commitment Therapy.
4. Evaluate empirical treatment outcome and mechanism literature relevant to CBT.

**Text & Materials**

Two texts are required for this course.²


In addition to the required texts, we’ll have several supplementary readings that will be available on Learning Suite.

**Assignments and Exam**

The course assignments and exam will be as follows:

**Review of Self-Help Manual**

There are tons of cognitive-behavioral self-help manuals available – many are great and many are lousy. Your assignment is to select a cognitive-behavioral self-help manual and review it. You will have 2 single-spaced pages to address the following:

- Provide a brief overview of what is covered in the book.
- Describe the theory of change presented in the book.
- Evaluate whether the assignments and activities presented in the book are consistent with the theory of change.
- Provide a recommendation regarding whether a behavior therapist should recommend this book. Make sure you justify your recommendation.
- You will be graded on how well you address the above points (75%). Additionally, you will be graded on how well you communicate. Thus, your writing should be clear, accurate, and succinct (25%).

This will be due October 1, 2014.

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² Both books can be purchased at either www.guilford.com or amazon.com. I’m sure there are a bunch of other places that sell them both as well.
Class Presentation and Therapy Materials

We can only cover a limited number of topics in the course. To provide an opportunity to briefly cover topics that we won’t be able to cover in-depth during class, groups of 2-3 students will review material on a specific topic. The primary goal of this assignment is for your group to prepare materials for yourself and your classmates that would allow one to assess and begin to treat a particular problem from behavioral perspective. This assignment has 2 parts.

1. Written Materials: Your group will create a written summary that addresses the following points:

   • Review data and theory regarding the nature of the problem, including etiology, course, maintenance factors, etc.
   • Discuss possible methods (e.g., instruments, interviews) regarding how to assess the problem, including information regarding the psychometric quality of those measures.
   • Discuss what treatments are available and what the evidence is regarding treatment outcomes.
   • Provide a brief description of a empirically supported behavioral treatment for the problem. Your group must discuss the theory of change—what "goes wrong", how the treatment aims to address what went wrong, and what the mechanisms of change are.

Additional considerations:

   • Your group will have 3 single-spaced pages to cover the above items.
   • This written material follows the general outline of the Barlow book. I don’t want a simple summary of the Barlow chapter on the problem. I want your group to use the Barlow book but also supplement with additional references from the empirical and clinical literatures.
   • This is the kind of summary you might post on a website to provide an overview of the treatment. The audience is other clinicians. It should be rigorous, thoughtful, and clear.
   • Provide an annotated recommended reading list that includes 5 readings. The annotations should provide 1 paragraph of commentary on the readings (this is in addition to the 3 single-spaced pages).
   • Your group will be graded on how well you address the above points, with particular emphasis on how well you describe
the theory of change (75%). Additionally, your group will be
graded on how well you communicate. Thus, your writing
should be clear, accurate, and succinct (25%).

2. Oral Presentation: Your group will have one hour of a class period
to discuss the problem you’ve been assigned and the treatment.
You should:

• Unless you volunteer, you will be randomly assigned to groups
and topic. The dates for each topic is listed below.
• Focus most heavily on describing the treatment and illustrating
its use.
• Use 20-30 minutes on helping class members practice the treat-
ment principles.
• Provide 1 reading for the class (this should be submitted and
distributed to the class and me 2 weeks in advance of your
presentation).
• Facilitate discussion (that is, I don’t want you just to lecture).
• Your group should also create supporting materials for the
treatment that you can provide to the class (e.g., example home-
work assignments; example thought or behavior tracking work-
sheets).
• Your group will be graded on how well you discuss the treat-
ment and provide a chance for the class members to practice
(60%). You will also be graded on how well facilitate discussion
and provide the class with a good introduction to the problem
and treatment (40%).

Mid-term Exam
We’ll have 1 exam this semester. The will be an in-class exam cover-
ing material from the first day of class through cognitive therapy for
depression (see class schedule).

Case Conceptualization
You will be provided some case material and be required to write a
detailed case conceptualization of the client from a behavior therapy
perspective. Additionally, you will provide a clear, sensible treatment
plan based on the conceptualization. More details will be provided in
class. This assignment will serve as a final exam and will be due in
class on December 10, 2014.
Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>E</td>
<td>59 and lower</td>
</tr>
</tbody>
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Table 1: Grading Scale for Psych 652. I will round to the nearest first decimal place.

Course Policies

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable
academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student’s own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student’s own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

**Electronic Devices**

Please switch all cell phones to silent mode prior to class. Please refrain from emailing, texting, instant messaging, and surfing the web during class. Such activities are often distracting to other students and to me.
Course Schedule

Below I list the topic and reading assignment for a given day of class.3

September 3 - The Behavioral Perspective/FAP

September 10 - More FAP and Behavioral Activation for Depression 1


September 17 - Behavioral Activation for Depression 2


September 24 - Behavioral Activation for Depression 3


October 1 - Cognitive Therapy for Depression


October 8 - Presentations

Topics

- Bipolar Disorder
- Alcohol Problems

3 The schedule and procedures in this course and syllabus are subject to change. Such changes will be announced in class if made. If you miss a class, check with your classmates to see if a change was announced in the class you missed.
October 15 - Mid-term Exam

October 22 - CBT for Anxiety Disorders - OCD and Social Phobia


October 29 - CBT for Anxiety Disorders - Panic and GAD


November 5 - DBT for Borderline Personality Disorder


November 12 - Presentations

Topics

- Eating Disorders
- PTSD

November 19 - No Class

Dec 3 - Acceptance and Commitment Therapy 1


Dec 10 - Acceptance and Commitment Therapy 2


Dec 10 - Acceptance and Commitment Therapy 3