

# *Psychotherapy 2: Cognitive and Behavioral Therapy*

*Psych 652*

*Winter Semester 2018*

## *Class Time and Location*

Thursdays 1:00 - 3:50 PM  
279 TLRB

## *Instructor*

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285 TLRB  
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## *Office Hours*

My office hours are Tuesdays 1:45 - 2:45 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).<sup>1</sup>

## *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.
4. Evaluate empirical treatment outcome and mechanism literature relevant to CBT.

<sup>1</sup> 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

## *Text & Materials*

Two texts are required for this course.<sup>2</sup>

1. Barlow, D. H. (Ed.) (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5th ed). New York: Guilford Press.
2. Martell, C. R., Dimidjian, S., & Herman-Dunn, R. (2010). *Behavioral activation for depression: A clinician's guide*. New York: Guilford Press.

<sup>2</sup> Both books can be purchased at either [www.guilford.com](http://www.guilford.com) or [amazon.com](http://amazon.com). I'm sure there are a bunch of other places that sell them both as well.

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 February 1, 2018.

### *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 an 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.
- 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 treatment 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 homework assignments; example thought or behavior tracking worksheets).
  - Your group will be graded on how well you discuss the treatment 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 covering material from the first day of class through cognitive therapy for depression (see class schedule).

### *Review of Outcome Literature*

A learning outcome for this course is to evaluate the empirical outcome and treatment mechanism literature relevant to CBT. We will discuss some of the outcome literature throughout the course. Your assignment is to build on what we discuss in class and write a brief review of the outcome literature in an area of your choosing.

You must:

- Review of a behavioral or cognitive-behavioral treatment.
- The treatment must have at least **FIVE** randomized trials that evaluate the treatment. Depending on the specific treatment you cover, those trials may not cover the same problem (e.g., there are not five randomized trials of ACT for generalized anxiety disorder, but there are five trials for ACT generally).

- You must cover at least 10 empirical studies (5 of which must be randomized trials) that evaluate the treatment. Case studies DO NOT count. All 10 can be randomized trials or 5 could be randomized trials and 5 mechanism or process studies.

Your paper should review and evaluate the outcome literature and should:

- Include a thesis. Synthesize your findings so that you have a main point of the paper. I do not want just a laundry list of studies that you don't weave together in your paper.
- Be no more than 10 double-spaced pages (excluding references).
- Report and interpret an effect size (standardized mean difference – Cohen's *d* or Hedges *g*) for the primary outcome for each of the randomized trials you discuss. Most trials designate a small number of outcomes as primary. You must choose one of those outcomes as the primary outcome. If the authors do not identify a primary outcome, use your best judgment.
  - The formula for a standardized mean difference can be found in (and many other places): Berkeljon, A., & Baldwin, S. A. (2009). An introduction to meta-analysis for psychotherapy outcome research. *Psychotherapy Research, 19*, 511-518.
- Use Shadish, Cook, and Campbell's (2002) threats to validity to evaluate the good and bad of each study.
- Discuss limitations of the studies.
- Propose at least one key area of future outcome research for the area. Be thoughtful and specific here. No recommendations that are simply "more studies".

You will be graded on how well you address the above points, with particular emphasis on how well you evaluate and synthesize the research (75%). Additionally, you will be graded on how well you communicate. Thus, your writing should be clear, accurate, and succinct (25%). This is due in class on March 15, 2018.

### *Case Conceptualization*

Details about this assignment will be provided in class. This assignment will serve as a final exam and will be due in class on April 12, 2018.

## Grading Scale

|    |        |    |       |    |              |
|----|--------|----|-------|----|--------------|
| A  | 95-100 | B- | 80-83 | D+ | 67-69        |
| A- | 90-94  | C+ | 77-79 | D  | 64-66        |
| B+ | 87-89  | C  | 74-76 | D- | 60-63        |
| B  | 84-86  | C- | 70-73 | E  | 59 and lower |

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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801- 422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you

can be found at [titleix.byu.edu](http://titleix.byu.edu).

### *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.

### *Privacy*

Brigham Young University respects the privacy of our students and patrons and implements safeguards to protect sensitive personal information and academic records. Under the Family Educational Rights Privacy Act (FERPA), BYU has an obligation to protect student records. Additionally, other laws and regulations require that the University protect sensitive personal information and financial records. University systems require individuals to log in using secure Network Identification (Net ID) and passwords. Sharing of Net IDs and passwords violates confidentiality and degrades the ability of the University to protect secure information.

### *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.<sup>3</sup>

*January 11 - The Behavioral Perspective/FAP*

*January 18 - More FAP and Behavioral Activation for Depression 1*

- Kanter, J. W., Weeks, C. E., et al. (2009). Assessment and case conceptualization (pp. 37 - 59). In Tsai, M. et al. (Eds.) *A guide to functional analytic psychotherapy: Awareness, courage, love, and behaviorism*. Springer: New York.
- Martell, C. R., Dimidjian, S., & Herman-Dunn, R. (2010). *Behavioral activation for depression: A clinician's guide*. New York: Guilford. Chapter 2

*January 25 - No Class*

*February 1 - Behavioral Activation for Depression 2*

- Martell, C. R., Dimidjian, S., & Herman-Dunn, R. (2010). *Behavioral activation for depression: A clinician's guide*. New York: Guilford. Chapters 3-5

*February 8 - Behavioral Activation for Depression 3*

- Martell, C. R., Dimidjian, S., & Herman-Dunn, R. (2010). *Behavioral activation for depression: A clinician's guide*. New York: Guilford. Chapters 6-7
- Watkins, E. R. (2016). *Rumination-focused cognitive-behavioral therapy*. New York: Guilford. Chapter 6. "Functional analysis of rumination." (on Learning Suite)

*February 15 - Cognitive Therapy for Depression*

- Young, J. E., Rygh, J. L., Weinberger, A. D., & Beck, A. T. (2014). Cognitive therapy for depression (pp. 275-331). In Barlow, D. (Ed.) *Clinical handbook of psychological disorders: A step-by-step treatment manual*. New York: Guilford.
- Tolin, D. F. (2016). *Doing CBT: A comprehensive guide to working with behaviors, thoughts, and emotions*. New York: Guilford. Chapter 5. "Creating Meaty Conceptualizations" (on Learning Suite).

<sup>3</sup> 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.

*February 22 - Presentations*

## Topics

- Couples and Relationship Problems
- Alcohol Problems

*March 1 - Mid-term Exam**March 8 - CBT for Anxiety Disorders - OCD and Social Phobia*

- Franklin, M. E., & Foa, E. B. (2014). Obsessive-compulsive disorder (pp. 155 - 205). In Barlow, D. (Ed.) *Clinical handbook of psychological disorders: A step-by-step treatment manual*. New York: Guilford.

*March 15 - CBT for Anxiety Disorders - Panic and GAD*

- Craske, M. G., & Barlow, D. H. (201). Panic disorder and agoraphobia (pp. 1-61). In Barlow, D. (Ed.) *Clinical handbook of psychological disorders: A step-by-step treatment manual*. New York: Guilford.

*March 22 - DBT for Borderline Personality Disorder*

- Linehan, M. M., & Dexter-Mazza, E. T. (2014). Borderline personality disorder (pp. 394 - 461). In Barlow, D. (Ed.) *Clinical handbook of psychological disorders: A step-by-step treatment manual*. New York: Guilford.

*March 29 - Presentations*

## Topics

- Sleep Problems
- PTSD

*April 5 - Acceptance and Commitment Therapy 1*

- Luoma, J. B., Hayes, S. C., & Walser, R. D. (2007). *Learning ACT: An Acceptance & Commitment Therapy skills-training manual for therapists*. Oakland, CA: New Harbinger. Chapters 1 & 2.

*April 12 - Acceptance and Commitment Therapy 2*

- Luoma, J. B., Hayes, S. C., & Walser, R. D. (2007). *Learning ACT: An Acceptance & Commitment Therapy skills-training manual for therapists*. Oakland, CA: New Harbinger. Chapters 3 & 5.

- Luoma, J. B., Hayes, S. C., & Walser, R. D. (2007). *Learning ACT: An Acceptance & Commitment Therapy skills-training manual for therapists*. Oakland, CA: New Harbinger. Chapters 6 & 7.