

CPSY 555 COGNITIVE BEHAVIOR THERAPY  
Winter 2008

Instructor: Greg Crosby MA, LPC, CGP.

Email: [gregc1112@aol.com](mailto:gregc1112@aol.com)

Work: 503-331-5256

Dates of class: Jan.12, Feb. 2 & Feb.16      Hours: 9:00-5:00

Feb. 1 & Feb. 15      Hours: 5:30 -8:30

**Course Description:**

Review of the history, theory and research on cognitive-behavioral methods in counseling and psychotherapy. Specific methods and applications are reviewed for children, adolescents and adults in mental and emotional disorders, personality disorders, and relationships and interpersonal functioning.

**Texts :**

*Essential Components of Cognitive-Behavior Therapy for Depression* by Persons, J., Davidson, J. & Tompkins, M.

*Cognitive-Behavioral Therapy in Groups* by Bieling, P., McCabe, R & Antony, M.

**Goals:**

Explore the broad spectrum of therapies within CBT treatment.

Increase understanding of empirical and theoretical underpinnings of CBT

To enhance knowledge of CBT case formulation, structure of a session, activity scheduling and Thought Record.

Examine CBT group treatment for Axis I / Axis II disorders.

Compare and contrast DBT, seeking safety, mindfulness based treatment, stress inoculation, criminal conduct CBT treatment and computer CBT treatment models.

**Content Outline:**

Jan.12, 9:00-12:00

1. Empirical and theoretical underpinnings of CBT
  - a. Adopting or adapting with fidelity an Evidence-Based Practice
  - b. Exploring the cognitive-behavioral roots and permeations of CBT
  - c. Examining similarities and differences between CBT, DBT, and ACT
  - d. Importance of the therapeutic relationship in CBT and evidenced –based practice.
2. Individualized case formulation and treatment planning
  - a. Rationale and structure of a Case Formulation Model
  - b. Guidelines of developing a case formulation
  - c. Process of developing a case formulation
  - d. Solving problems in formulation

Jan. 12, 1:00-5:00

1. Structure of a therapy session
  - a. Theoretical and empirical underpinnings of a structural approach to mood management
  - b. Components of a structured CBT session
  - c. Emphasis on guidelines for agenda setting and homework completion
  - d. Integration of outcomes into sessions
2. Activity Scheduling
  - a. Theoretical and empirical underpinnings of activity scheduling
  - b. Guidelines for activity scheduling
  - c. When is activity scheduling useful
  - d. Scheduling a focus for activity scheduling

Feb. 1, 5:30-8:30

1. Using the Thought Record
  - a. Theoretical and empirical underpinnings of the Thought Record
  - b. Guidelines for use of Thought Record
  - c. Comparing and contrast different types of Thought Records
  - d. Selecting a situation
  - e. Overcoming obstacles to using the Thought Record
2. Schema Change methods
  - a. Theoretical and empirical underpinnings for use in schema change
  - b. Guidelines for Positive Data Log
  - c. Strategies for overcoming obstacles to the use of Positive Data Log

Feb 2, 9:00-12:00

1. Group process in CBT
2. Overcoming obstacles and challenges in CBT groups
3. Basic Structure and Implementation in CBT groups
4. Specific Disorders and CBT
  - I. OCD and CBT
    - a. Theoretical and empirical underpinnings of DBT treatment.
    - b. Exploration of Schwartz's treatment model of OCD and mindfulness
    - c. Basic Structure of OCD treatment.
    - d. Bio/Psycho/ Social Perspective and CBT treatment for OCD
  - II. Bipolar Disorder and CBT
    - a. Theoretical and empirical underpinnings
    - b. Structure of bipolar treatment
    - c. Special considerations with a CBT approach
    - d. Bio/Psycho/ Social Perspective and CBT treatment for Bipolar Disorder.

Feb 2, 1:00-5:00

Specific Disorders and CBT continued.

- III. Eating Disorder and CBT
  - a. Theoretical and empirical underpinnings
  - b. Structure and process of CBT group therapy

- c. Exploration of the Bio/Psycho/Social Model
- IV. Schizophrenia and CBT
  - a. Theoretical and empirical underpinnings
  - b. Structure and process of therapy
  - c. Bio/Psycho/Social Model and CBT
- V. Co-morbidity and CBT – How to make it work
- VI. Panic disorder and Agoraphobia
  - a. Theoretical and Empirical underpinnings
  - b. Structure of the CBT Approach
  - c. Bio/Psycho/Social Perspective and CBT

Feb. 15, 5:30-8:30

1. Seeking Safety: A Treatment Manual for PTSD and Substance Abuse(Najavitis)
  - a. Theoretical and Empirical underpinnings
  - b. Structure of the CBT group sessions
  - c. Overcoming obstacles to treatment with a CBT approach.
2. Mindfulness – Theoretical and Empirical Underpinnings
  - a. Explorations of different types of mindfulness in treating diverse disorders.
  - b. Delineating the research on mindfulness in treating specific disorders.
  - c. Examining how mindfulness and CBT can be integrated.

Feb. 16, 9:00-12:00

1. Marsha Linehan - Dialectical Behavioral Therapy – Theoretical and Empirical Underpinnings
  - a. Exploration of History and Development of DBT
  - b. Examination of the diverse application of DBT
  - c. The structure of the DBT group treatment modules with special emphasis on emotional regulation.
  - d. The issue of adopting or adapting with fidelity a DBT treatment approach.

Feb. 16, 1:00-5:00

2. Harvey Milkman – Criminal Conduct and Substance Abuse treatment (CBT model)
  - a. Exploration of theoretical and empirical underpinnings
  - b. Structure of the CBT model within a Criminal Justice setting.
  - c. Marlatt’s Relapse Prevention model
  - d. Minimizing obstacles of treatment
  - e. Adopting or adapting with fidelity an evidenced–based practice.
3. Donald Meichenbaum – Stress Inoculation Therapy
  - a. Theoretical and empirical underpinnings
  - b. Examination of therapeutic methods
  - c. Delineation of basic CBT structure and process
4. Barlow’s Cross Diagnostic Commonalities on emotional avoidance
5. CBT and computer application
  - a. Investigation of current CBT programs in use around the world

- b. Examination of theoretical and empirical findings in computer CBT programs for specific disorders.

**Methods of evaluations:**

1. Write one 6-8 page CBT application paper.

Include case study or example; delineate key CBT steps you perceive in the treatment process. Demonstrate different ways to use CBT: behavioral, cognitive and mindfulness. You can make this fun and creative if you wish. Utilize four references.

Paper due March 11 60% of grade

2. Reflection Papers between classes. Two-page double spaced reflection paper on learnings from the readings and the class. Discuss how the class material and readings have impacted how you perceive treatment. Papers due Feb. 2 and Feb. 16. 15% of grade.

3. Multiple Choice Quiz: Feb. 16, 5% of grade.

**CBT Application paper due: March 11**

Deliver or mail paper to:

Greg Crosby

Counseling Psychology Dept.

Lewis and Clark College

Grades are based on:

Attendance 20%

Papers 75%

Quiz 5%

**Grading :**

90-100 A

80-89 B

70-79 C

60-69 D

59-0 F

The standard grading scale of 90% or better being an A; 80% or better being a B will be used. Competent graduate level work is generally understood to be at a B level and exemplary graduate level work at an A level.

**Readings:**

Jan. 12 Chapters: 1,2,3,4 & 7 in *Essential Components of Cognitive –Behavioral Therapy for Depression.*

Feb.1 Chapters: 5 & 6 in *Essential Components of Cognitive-Behavioral Therapy for Depression.*

Feb. 2 Chapters: 1-8, 11, 12 & 15 in *Cognitive-Behavioral Therapy in Groups*

Feb. 15 &16 Chapters: 9, 10, 13, 14, 16, 17 in *Cognitive-Behavioral Therapy in Groups*  
Bibliography will be distributed in class.

**Diversity:**

Diversity is a key component in mental health treatment. Students will be taught how to skillfully and sensitively use CBT methods with diverse populations.

Notification to the school of any and all types of personal needs, physical, emotional and learning difficulties and/or needs related to American with Disabilities Act is the sole responsibility of the student. All reasonable efforts will be made to accommodate individual needs.