

PSY 708: COGNITIVE ASSESSMENT & PSYCHOTHERAPY

Fall 2017

THURSDAY 4:00-6:15pm; Rm. TBD

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Office Hours: M: 11-1; TU: 11-11:30; 12:30-2; TH: 2-4; By Appointment

REQUIRED TEXTS

Beck, J. S. (2011). *Cognitive therapy: Basics and beyond* (2nd ed.). New York, NY: Guilford Press.

Wright, J. H., Basco, M. R., & Thase, M. E. (2006). *Learning cognitive-behavior therapy: An illustrated guide*. Arlington, VA: American Psychiatric Publishing.

SUGGESTED TEXT

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th ed.). New York, NY: Guilford Press.

Beck, A. T. (1979). *Cognitive therapy and the emotional disorders*. New York, NY: Plume.

COURSE DESCRIPTION

This course is designed to provide you with an in-depth understanding of cognitive-behavioral therapy (CBT). We will begin by examining the historical and conceptual foundations of CBT. The CBT model of adaptive and maladaptive functioning will be explained and the link to CBT case formulation will be highlighted. Building on these CBT concepts, we will focus attention on basic foundational skills essential to conducting CBT. Finally, we will examine the application of theory and practice of CBT for several different psychological disorders and problems.

COURSE OBJECTIVES

1. Comprehensive familiarization with the rationale of cognitive-behavioral approaches in the assessment and treatment of problems in thinking, feeling, and behaving.
2. Survey useful concepts, instruments, and procedures for assessing client problems.
3. Review empirical research related to CBT outcomes.
4. Focus on multiple contemporary CBT evidence-based interventions.
5. Application of CBT assessment and treatment methods for multiple mental health disorders, including case formulation and treatment planning.

COURSE EXPECTATIONS

Brightspace and email: Course announcements, assignments, and updates to the syllabus will be provided on Brightspace. This information will also be provided on my personal website: <http://dradamvolungis.com/>. Additional required readings and handouts will also be available on Brightspace and my personal website. Although I will also inform you of any such information in class, it is expected that you utilize Brightspace and check your e-mail to ensure that you are up to date with all class material and information (especially if you are absent). Lastly, you are

strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48 hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please note that some weekends I may not be immediately available to reply until Sunday night or Monday morning (e.g., an e-mail at 6pm Friday might not get a reply until 10am Monday on some weekends).

Course Readings: Please refer to the “Projected Course Outline” for the due date and topic of each reading. You are expected to have completed the required readings by the indicated class date. In addition to the readings provided on the course outline, you may be required to read supplemental materials to enhance existing readings.

Attendance: Due to the topic of this course being primarily in-class lecture and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class.

- Coming late to class is an important issue. Occasionally, events like an accident, flat tire, or similar events can delay your arrival on campus. A pattern of tardiness (even 10 or 15 minutes) is unacceptable, however. You need to allow sufficient time to deal with predictable situations (like finding a parking space on campus, traffic, etc.).
- Even in circumstances where you have an acceptable reason for missing class, you will not receive credit for this class if you are absent for more than 2 classes during the semester. If you do miss more than 2 classes because of personal emergency or similar extenuating circumstances, you may petition the Dean of the Graduate School for an exception to this rule.

IMPORTANT NOTES

Academic Honesty: Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as *plagiarism* (i.e., failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one’s own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. *I reserve the right to utilize turnitin.com if there are concerns of academic dishonesty.* For more information, please consult Assumption College’s Academic Honesty Police: <http://graduate.assumption.edu/student-resources/graduate-student-policies-handbook> (p. 13).

Students with Disabilities: Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College’s programs or services, then you should speak with me and contact the Director of Disability Services, Sharon deKlerk, at x7500. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: <http://www.assumption.edu/academics/resources/disabilityservices>. *Students with disabilities are encouraged to contact me with any questions.*

Smart Phones/Cell Phones/Pagers/MP3 Players and the like: All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

Laptops in Class: *Students are allowed to use laptops in class only if they consult with the class instructor and sign an honesty statement for appropriate class usage.* Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.

METHODS of EVALUATION

1. Class Attendance, Participation, & Discussion Blog (10%). This course depends greatly on student preparation and participation. To facilitate preparation, students are urged to read all of the material assigned for a given class prior to the day it is to be discussed, and to come to class with notes about the readings. With the exception of the first class, each student is expected to complete a blog post in response to a question provided by the professor by the beginning of each class. At least two replies to your peers' posted responses is also required, no later than two days after the original post due date. The discussion board will be available on my personal website: <http://dradamvolungis.com/>. These reflections are required in the spirit of assuring each student keeps up with the assigned readings and is prepared to engage in class discussion.
2. Exam 1 (30%): Each student will be required to explain their understanding of human adaptive functioning and maladaptive functioning within the context of the cognitive-behavioral model (all content covered under "Historical & Conceptual Foundations of CBT" – 8/31-9/14). A separate class handout describing this assignment will be given at least three weeks prior to the **due date of 10/5**. *This assignment will only be accepted through email at am.volungis@assumption.edu.* It is reasonable to expect this exam graded and returned to students by 10/19 (two weeks).
3. Exam 2 (30%). Each student (in groups of 2) will participate in a live group role-play (15-20 minutes) in front of your peers demonstrating conceptual understanding and basic application of foundational CBT skills. **Role-play demonstration dates are 11/9 & 11/30** (content covered under "The Practice of CBT: Assessment to Intervention – 9/21-10/26). A separate class handout describing this assignment will be given no later than 10/5. It is reasonable to expect this role-play demonstration graded and returned to students with feedback within two weeks.
4. Exam 3 (30%). Each student will be required to complete a CBT case formulation, illustrating clear comprehension of the cognitive-behavioral model as well as the application of CBT assessment, treatment planning, and intervention procedures for a specific psychological disorder. A separate class handout describing this assignment will be provided three weeks prior to the **due date of 12/7**. *This assignment will only be accepted through email at am.volungis@assumption.edu.* It is reasonable to expect this exam graded and returned to students after final grades are due.

PROJECTED COURSE OUTLINE

DATE *Topic/Assignment*

HISTORICAL & CONCEPTUAL FOUNDATIONS OF CBT

8/31/17

Introduction & Review of Syllabus

Brief History of CBT

- (a) Dobson, K. S., & Dozois, D. J. A. (2010). Historical and philosophical bases of the cognitive-behavioral therapies. In K. S. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (3rd ed.). (pp 3-38). New York, NY: Guilford Press.

Social Learning Theory

- (a) Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
a. Chapter 2 – Origins of Behavior {*FOCUS on pp. 16-29*}
b. Chapter 6 – Reciprocal Determinism
(b) Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84, 191-215. {*FOCUS on pp. 191-203*}

Suggested Readings

- (a) Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
a. Chapter 1 – Theoretical Perspective
b. Chapter 3 – Antecedent Determinants
(b) Bandura, A. (1978). The self system in reciprocal determinism. *American Psychologist*, 33, 344-358.
(c) Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122-147.

9/7

Cognitive Theories

- (a) Ellis, A., & Harper, R. A. (1976). *A new guide to rational living*. North Hollywood, CA: Wilshire Book Company.
a. Chapter 1 – How Far Can You Go with Self-Analysis?
b. Chapter 2 – You Feel the Way You Think
c. Chapter 4 – How You Create Your Feelings
d. Chapter 5 – Thinking Yourself out of Emotional Disturbances
(a) Meichenbaum, D. (1977). *Cognitive-behavior modification: An integrative approach*. New York, NY: Plenum Press.
a. Chapter 7 – The Nature of Internal Dialogue
(b) Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York, NY: Springer Press.
a. Chapter 2 – Cognitive Appraisal Process
b. Chapter 6 – The Coping Process

Suggested Readings

- (a) Folkman, S., Lazarus, R. S., Dunkel-Schetter, C., DeLongis, A., & Gruen, R. (1986). The dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology*, 50, 992-1003.
(b) Folkman, S., & Lazarus, R. S. (1986). Appraisal, coping, health status, and psychological symptoms. *Journal of Personality and Social Psychology*, 50, 571-579.
(c) Folkman, S., & Lazarus, R. S. (1988). Coping as a mediator of emotion. *Journal of Personality and Social Psychology*, 54, 466-475.
(d) Lazarus, R. S. (1993). Why we should think of stress as a subset of emotion. In L. Goldberger & S. Breznitz (Eds.), *Handbook of Stress* (2nd ed.). (pp. 21-39). New York, NY: Free Press.

9/14

Receive Take-Home Exam 1 (Due 10/5)

The CBT Model: Key Principles of Cognitive-Behavior Therapy

- (a) Beck, A. T. (1979). *Cognitive therapy and the emotional disorders*. New York, NY: Plume.
 - a. Chapter 1 – Common Sense and Beyond
 - b. Chapter 2 – Tapping the Internal Communications
 - c. Chapter 3 – Meaning and Emotions
 - d. Chapter 4 – Cognitive Content of the Emotional Disorders
- (b) Beck, J. S. (2011).
 - a. Chapter 1 – Introduction to Cognitive Therapy
 - b. Chapter 3 – Cognitive Conceptualization
- (c) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 1 – Basic Principles of Cognitive-Behavior Therapy

Suggested Readings

- (a) Beck, A. T. (1979). *Cognitive therapy and the emotional disorders*. New York, NY: Plume.
 - a. Chapter 9 – Principles of Cognitive Therapy
 - b. Chapter 10 – Techniques of Cognitive Therapy

THE PRACTICE OF CBT: ASSESSMENT TO INTERVENTION

9/21

Therapeutic Relationship & Session Structure

- (a) Beck, J. S. (2011).
 - a. Chapter 2 – Overview of Treatment
 - b. Chapter 5 – Structure of the First Therapy Session
 - c. Chapter 7 – Session 2 and Beyond: Structure and Format
- (b) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 2 – The Therapeutic Relationship: Collaborative Empiricism
 - b. Chapter 4 – Structuring and [Educating] (pp. 65-80)

9/28

Psychoeducation

- (a) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 4 – [Structuring] and Educating (pp. 80-86)

10/5

Take-Home Exam 1 Due

Receive Role-Play Demonstration Exam 2 (Due 11/9 & 11/30)

Behavior Monitoring and Activation

- (a) Beck, J. S. (2011).
 - a. Chapter 6 – Behavior Activation
- (b) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 6 – Behavioral Methods I: Improving Energy, Completing Tasks, and Solving Problems

10/12

Automatic Thoughts: Eliciting, Identifying, Evaluating, and Modifying

- (a) Beck, J. S. (2011).
 - a. Chapter 9 – Identifying Automatic Thoughts
 - b. Chapter 10 – Identifying Emotions
 - c. Chapter 11 – Evaluating Automatic Thoughts
 - d. Chapter 12 – Responding to Automatic Thoughts
- (b) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 5 – Working with Automatic Thoughts

10/19 Core Beliefs: Identifying and Modifying

- (a) Beck, J. S. (2011).
 - a. Chapter 13 – Identifying and Modifying Intermediate Beliefs
 - b. Chapter 14 – Identifying and Modifying Core Beliefs
- (b) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 8 – Modifying Schemas

10/26 Behavioral Exposure

- (a) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 7 – Behavioral Methods II: Reducing Anxiety and Breaking Patterns of Avoidance

11/2 Demonstration & Practice of CBT Skills

- (a) Questions & Practice with Dr. V!
Also Review Additional CBT Techniques
- (b) Beck, J. S. (2011).
 - a. Chapter 15 – Additional Cognitive and Behavioral Techniques
 - b. Chapter 16 – Imagery

11/9 CBT Skills Role-Play Demonstration Exam 2 {Day 1 of 2}

- (a) Groups 1-4

11/16 *Receive Take-Home Exam 3 (Due 12/7)*

CBT Case Formulation & Treatment Planning

- (a) Beck, J. S. (2011).
 - a. Chapter 4 – The Evaluation Session
 - b. Chapter 19 – Treatment Planning
 - c. Appendix A – Cognitive Case Write-Up
- (b) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 3 – Assessment and Formulation
- (c) Persons, J. B., & Tompkins, M. A. (2006). Cognitive-behavioral case formulation. In T. D. Eells (Ed.), *Handbook of psychotherapy case formulation* (2nd ed.), pp. 290-316). New York, NY: Guilford Press.
- (d) Academy of Cognitive Therapy: Candidate Handbook
 - a. Appendix D & E: Case Write-Up Directions and Sample (pp. 67-75)

Suggested Readings

- (a) Persons, J. B., & Davidson, J. (2010). Cognitive-behavioral case formulation. In K. S. Dobson (Ed.), *Handbook of cognitive-behavioral therapy* (3rd ed.). (pp. 172-193). New York, NY: Guilford Press.

11/23 *****THANKSGIVING BREAK*****

11/30 CBT Skills Role-Play Demonstration Exam 2 {Day 2 of 2}

- (b) Groups 5-8

12/7

Take-Home Exam 3 Due

Homework, CBT Competence, & CBT Myths

- (a) Beck, J. S. (2011).
 - a. Chapter 17 – Homework
 - b. Chapter 21 – Progressing as a Cognitive Behavior Therapist
- (b) Wright, J. H., Basco, M. R., & Thase, M. E. (2006).
 - a. Chapter 11 – Building Competence in Cognitive-Behavior Therapy

Right of Revision Statement: As professor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via email and Brightspace.