

PSY 708: COGNITIVE ASSESSMENT & PSYCHOTHERAPY

Spring 2024

THURSDAY 4-6:15pm; Kennedy, Room 203

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Office: Kennedy 134

Office Hours: M: 12-2; TU: 2-4; TH: 2-4 (availability flexible outside these hours)

TECHNOLOGY EXPECTATIONS

- Regular access to a computer or laptop (PC or Mac)
- Broadband internet connection
- Ability to send and receive email and email attachments
- Ability to access Assumption College's and my personal website:
(<http://dradamvolungis.com/>)
- Ability to access Zoom
- MS Office, MS Excel, Adobe's Acrobat PDF Reader (available for free from
<http://www.adobe.com>)
- *Note: Please contact Information Technology for any internet/technology concerns. I cannot fix them for you. *Concerns regarding my website should be directed to me.*

REQUIRED TEXTS

Beck, J. S. (2021). *Cognitive therapy: Basics and beyond* (3rd ed.). Guilford.

Volungis, A. M. (2018). *Cognitive-behavioral therapy: Theory into practice*. Rowman & Littlefield.

SUGGESTED TEXTS

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th ed.). Guilford.

Beck, A. T. (1979). *Cognitive therapy and the emotional disorders*. 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, Dr. V's Website, & email: Course announcements (i.e., emails) will be made through Brightspace. All other information (e.g., lectures, lecture recordings, blog discussions, assignments) will be provided on my personal website: <http://dradamvolungis.com/>. It is expected that you check your email and my website frequently to ensure that you are up to date with all class material and information. Feel free to email me with any questions or concerns. On most weeks, I check my email on the following (“business”) days: Monday-Friday. Although I typically reply to emails promptly (i.e., less than 24 hours), please give me 1-2 “business” days to reply. Due to the unique circumstances of COVID-19 there may be an occasional “business” day that I am not readily available.

Attendance: Due to the topic of this course being primarily 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. A pattern of tardiness (even 10 or 15 minutes) is unacceptable.
- 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.

Zoom Etiquette: In case a class is held remotely through Zoom. You are required to have your video activated during class meetings. Your “presence” in class is important because this will help everyone in this class (including the professor) get to know one another. Developing a sense of familiarity and community is important for the Clinical Counseling Psychology program, and the active video feed is one way to accomplish this. You may use a virtual background if you wish but the background should not be distracting. The audio function should be muted during class meetings unless you are speaking. Additionally, please remain focused on the class meeting, not other tasks (e.g., checking email, texting, talking to someone in the room, eating a full meal). These behaviors are distracting and disrespectful to your peers.

Course Readings & Recorded Lectures: Please refer to the “Projected Course Outline” for the due date and topic of each reading and recorded lecture. You are expected to have completed the required readings and viewed the recorded lectures by the indicated class date. Class meetings will not consist of simply reviewing lecture slides. Students are expected to attend class prepared and ready to participate in class discussion on select topics and ask questions. In addition to the readings provided on the course outline, you may be required to read supplemental materials to enhance existing readings.

Submission Policy, Late Assignments, & Technological Malfunctions: All assignments should be submitted no later than the due date. Unless otherwise indicated, all assignments must be completed by 11:59 pm of the published due dates. Late work (i.e., work that is submitted after

the due date) will only be accepted within a 24-hour grace period and will be reduced by one full letter grade. After the 24-hour grace period, late work will not be accepted and a ‘0’ will be given for the assignment. Please contact Information Technology for any technology problems (unless it is my personal website). If you experience recurrent technical problems that prohibit you from completing multiple assignments, you may be asked to re-enroll into the course at a future date.

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: <https://www.assumption.edu/sites/default/files/Graduate%20Student%20Handbook,%202020-2021,%20final.pdf> (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 Student Accessibility Services. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: <https://www.assumption.edu/people-and-departments/organization-listing/student-accessibility-services>. *Students with disabilities are encouraged to contact me with any questions.*

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” – 1/18—2/1). **The due date for Exam 1 is 2/15.** A separate class handout describing this assignment will be provided and reviewed no later than 2/1. *This assignment will only be accepted through email at am.volungis@assumption.edu.* Due to

the large class size, it is reasonable to expect this exam graded and returned to students with feedback within 3-4 weeks.

3. **Exam 2 (30%)**. Each student (in groups of 2) will participate in a recorded group role-play (15-20 minutes) demonstrating conceptual understanding and basic application of foundational CBT skills. **These role-play demonstrations are due 4/18 (peer observations due 4/25)** (content covered under “The Practice of CBT: Assessment to Intervention – 2/8—4/4). **A separate class handout describing this assignment in detail will be provided and reviewed no later than 2/22.** It is reasonable to expect this assignment graded and returned to students soon after final grades are due.

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. **The due date for Exam 3 is 5/2.** **A separate class handout describing this assignment will be provided and reviewed no later than 4/11.** **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 soon after final grades are due.

GRADING SCALE

A	93.0-100	B	82.5-87.4	C	72.5-77.4	D	62.5-67.4
A-	90.0-92.9	B-	80.0-82.4	C-	70.0-72.4	D-	60.0-62.4
B+	87.5-89.9	C+	77.5-79.9	D+	67.5-69.9	F	<60

PROJECTED COURSE OUTLINE

DATE ***Topic/Assignment***

HISTORICAL & CONCEPTUAL FOUNDATIONS OF CBT

1/18/24 [1]

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.

1/25 [2]

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.

2/1 [3]

Receive Take-Home Exam 1 (Due 2/15)

The CBT Model: Key Principles of Cognitive-Behavioral 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. (2021)
- a. Chapter 1 – Introduction to Cognitive Therapy
- (c) Volungis (2018)
- a. Chapter 1 – The CBT Model
 - b. Chapter 2 – Overview of Treatment

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: RELATIONSHIPS TO INTERVENTIONS

See Dr. V's Website or this Link for All Videos: <http://textbooks.rowman.com/volungis>

2/8 [4]

Therapeutic Relationship & Session Structure

- (b) Beck, J. S. (2021)
 - a. Chapter 4 – The Therapeutic Relationship
 - b. Chapter 10 – Structuring Sessions
 - c. Chapter 11 – Problems in Structuring Sessions
- (c) Volungis (2018)
 - a. Chapter 2 – Establishing a CBT Therapeutic Alliance: Collaborative Empiricism
 - b. Chapter 4 – CBT Session Structure: Purposeful and Flexible

2/15 [5]

Take-Home Exam 1 Due

Psychoeducation & Behavioral Activation

- (a) Beck, J. S. (2021)
 - a. Chapter 7 – Activity Scheduling
 - b. Chapter 8 – Action Plans
- (b) Volungis (2018)
 - a. Chapter 5 – Psychoeducation: Teaching, Supporting, and Motivating
 - b. Chapter 6 – Behavioral Activation: Monitoring, Scheduling, Moving, and Getting Things Done

2/22 [6]

Receive Role-Play Demonstration Exam 2 (Due 4/18)

Automatic Thoughts

- (a) Beck, J. S. (2021).
 - a. Chapter 12 – Identifying Automatic Thoughts
 - b. Chapter 13 – Emotions
 - c. Chapter 14 – Evaluating Automatic Thoughts
 - d. Chapter 15 – Responding to Automatic Thoughts
- (b) Volungis (2018)
 - a. Chapter 7 – Automatic Thoughts: Eliciting, Identifying, Evaluating, and Modifying Maladaptive Thought Patterns

2/29 [7]

Automatic Thoughts (cont.)

3/7

*****SPRING BREAK*****

3/14 [8]

Core Beliefs

- (a) Beck, J. S. (2021).
 - a. Chapter 17 – Introduction to Beliefs
 - b. Chapter 18 – Modifying Beliefs
- (b) Volungis (2018)
 - a. Chapter 8 – Core Beliefs: Identifying and Modifying the Source of Maladaptive Thought Patterns

3/21 [9]

Core Beliefs (cont.)

3/28

*****EASTER BREAK*****

4/4 [10]

Behavioral Exposure

- (a) Volungis (2018)
 - a. Chapter 9 – Behavioral Exposure: Relaxing, Testing Thoughts, and Confronting Fears and Anxieties

4/11 [11]

Receive Take-Home Exam 3 (Due 5/2)

CBT Case Formulation & Treatment Planning

- (a) Beck, J. S. (2021).
 - a. Chapter 3 – Cognitive Conceptualization
 - b. Chapter 5 – The Evaluation Session
 - c. Chapter 6 – The First Therapy Session
 - d. Chapter 9 – Treatment Planning
 - e. Appendix B – Beck Institute Case Write-Up: Summary & Conceptualization
- (b) Volungis (2018)
 - a. Chapter 3 – CBT Assessment, Case Formulation, and Treatment Planning
- (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.

4/18 [12]

CBT Skills Role-Play Demonstration Exam 2 Due

4/25 [13]

CBT Competence & CBT Myths

- (a) Beck, J. S. (2021).
 - a. Appendix A – CBT Resources
- (b) Volungis (2018)
 - a. Chapter 12 – Common CBT Myths
 - b. Chapter 13 – Being a Competent CBT Therapist

5/2 [14]

Take-Home Exam 3 Due

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.