

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

COUC 806

COGNITIVE BEHAVIORAL THERAPY

COURSE DESCRIPTION

This course examines the role of cognitive processes involved in the development and treatment of psychological disorders in adults. Specific attention will be given to the use of cognitive and cognitive-behavior therapies that have been empirically validated. Students will be exposed to different approaches to cognitive therapy, including Ellis, Beck, and Meichenbaum. An emphasis will also be on reviewing specific treatment protocols for specific types of problems (e.g., depression, panic disorder, obsessive compulsive disorder, PTSD, etc.) and for developing the core skills required to deliver each of these protocols. An emphasis be placed on how to deliver cognitive therapy from a Christian worldview.

RATIONALE

Cognitive processes involved in the development and treatment of mental disorders have been given considerable attention over the last three decades. Cognitive and cognitive-behavioral therapies have emerged as treatments of choice for many psychological problems. Students and practitioners of counseling are strongly encouraged to have specific training in these therapies and to be able to effectively deliver them to their clients. This course provides both a theoretical and practical foundation in cognitive and cognitive-behavioral therapy.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. MEASURABLE LEARNING OUTCOMES

1. To evaluate and appraise the nature of cognitive processes are involved in the development of mental disorders (3biii, 4ai)
2. To critically analyze and synthesize the theoretical tenants of cognitive and cognitive behavior therapy and understand how these principles can be applied to wide array of psychological disorders (including trauma related disorders) and with various multicultural populations and settings. (3biii, 4ai, 4aiv)
3. To identify, evaluate, and practice using evidence-based cognitive behavior case formulation skills and cognitive behavioral treatment strategies and protocols adapted to specific problems and across diverse, multicultural settings (3biii, 4aii, 4bi, 4bii, 4biii)
4. To reflect on ways in which to incorporate Cognitive Behavioral Therapy into an overarching, personal theoretical approach to counseling (4bi)

5. To identify, apply, and evaluate core skills required to effectively deliver cognitive behavioral therapy to adult populations and cultural contexts. (4aiii, 4bii, 4biii)
6. To critically evaluate different CBT theories and propose a conceptual framework for integrating them with Christian worldview (6a1)
7. To demonstrate the capacity to examine one's own core schemas and evaluate the manner in which these modes of thinking, feeling, and relating influence their ability to practice as a professional counselor. (4bi).
8. To identify and use core theory, skills, methods and relational dynamics for supervising individuals learning the core skills of cognitive behavioral therapy. (1a1, 1a2, 1a3, 1b1)

IV. COURSE REQUIREMENTS AND ASSIGNMENTS

PRE-CLASS ASSIGNMENT:

A. Self-Guided Practice of CBT and review paper:

Before attending class, each student is to read Burn's book, *The Feeling Good Handbook* and complete each of the exercises in the book. You will bring the book to class so I can check it off. Also, you will write a five page paper (no more than 5 pages of text, not including cover page and abstract, APA, 12 pt font) on your experience of the book: was it helpful, why, and how you use what you learned in your own personal theory of counseling and supervision. Also address how this approach to counseling can be integrated into a broader theory of faith-based, spiritually sensitive interventions. This is due on the first day of class. (4 & 7). The paper should be in APA (6th edition) style. It is due before the first day of class (CLO: 3,4, 6).

INTENSIVE-WEEK ASSIGNMENTS:

A. Three-Way Skills Training and Supervision Feedback:

During the intensive week, students will be assigned to groups of three. Each student will assume a role of a client who suffers from a comorbid DSM-5 diagnosis (experiencing at least 2 types of psychopathology (e.g., Major Depression plus Panic Disorder or Major Depression plus Social Anxiety Disorder). They should be able to provide a reasonably clear psychosocial history with at least 3 clear-cut treatment goals (e.g., reduce frequency of panic attacks, make at least 1 friend, increase sense of pleasure and enjoyment, etc.). In the role plays, one student will be the therapist, one will be the client, and the other will be an observer/supervisor. The supervisor will rate the therapist on how well he or she performs on the delivery of a different CBT competencies using a structured CBT competency rating scale and then provide the therapist with feedback on his or her performance. Each student will have the opportunity of playing the roles of therapist, client, and supervisor.

Post-Class Assignments:

B. Research Paper and PowerPoint

Each student will prepare a 10-12 page (no more than 12 pages of texts, APA 6th edition; 12 pages does not include cover page, abstract, endnotes, and references) and PowerPoint presentation on a cognitive-behavioral treatment protocol for a specific psychological disorder. You must use a protocol that has specific empirical support!!! Check on this resource: <http://www.psychologicaltreatments.org/> In many cases, you can find an outcome study in the literature and write the author and have him or her send you a copy of the protocol. Also, most treatments that have achieved the status of “empirically supported treatment” have been published as manuals. The paper should cover the following: a) Overview of the disorder being treated with important diagnostic considerations; b) a clear articulation of the rationale for this version of CBT treatment for this disorder; c) a clear description of the specific treatment targets of the treatment (e.g., sad mood, low motivation, low self-esteem, catastrophic misinterpretation of bodily cues, behavior dysregulation, anger outbursts, etc.); d) a clear description of the specific techniques and strategies used in the treatment protocol to address these specific treatment targets; e) and a rationale for why each technique is supposed to be effective for treating this problem (e.g., people with depression believe they are too tired and unmotivated to do things. The more they avoid doing things the worse they feel. Behavioral activation and graded task assignments are designed to help clients obtain real life data to test these assumptions). Also, a clear description of the technique and how it is used should be included (e.g., give examples of how behavioral activation techniques are used); f) and an overview of the steps and phases of treatment (if specified), including each of the steps involved in the treatments (use an overview chart outlining the steps); g) a review of the key studies that were used to establish this treatments “empirically supported,” with a specific emphasis on how well the treatment compares to other psychosocial and pharmacological treatments for that disorder. In many cases the treatment has not been compared head-to-head with other treatments, so you should compare the treatment’s efficacy in terms of outcome metrics like remission rate, response rate, relapse rate, and effect sizes. Also, look for any meta-analysis on the treatment; h) finally, you should identify any research on how the treatment has been adapted to address multicultural differences, including adaptations to different religious populations. Powerpoints should be at 20 slides, with at least 20 sources. The goal of the Powerpoint is to cover the core topic addressed in the paper, using lots of graphics and charts to visually display data. The Powerpoint should be constructed in a manner that is presentable at a state, regional, or national counseling conference. Moreover, the Powerpoint should be accompanied by a one page proposal, that gives a brief description of the presentation, its value to the profession of counseling, and five learning outcomes of the presentation, using (CLOs: 1,2,3,4)

C. Review Paper:

In week 14, several questions will be posted that review the content of the course. Instructions will be given at the time of the assignment about how and what to write about

each question. The questions will be about topics covered in the course plus some questions will deal with the issue of integration and the application of CBT to special populations, including faith-based, spiritually sensitive approaches. Other questions will have to do with self-reflection regard the ways you plan to incorporate CBT into your personal, theoretical approach to counseling, counseling education, and supervision. This will be due at the same time as your final paper (CLOs: 1,2, 4,,6,7)

D. Reflective Paper on Assignment Role Plays

Each student will write reflective paper on his or role-play experiences during the intensive week. You should reflect on how you experienced yourself in each role by addressing the following questions: a) what was it like role playing a client? (b) How did it feel to experience the structure and process of CBT and how it was or was not helpful? Why? (c) How did you experience the role of the therapist using these skills? (d) How do you see yourself incorporating these skills and strategies into your personal theory of counseling? (e) How did you experience yourself in the supervisory role? (f) Did you find the structured rating form helpful? Why? (g) What would you change about it to make it better? (h) Reflect on how the CBT skills you practiced could be modified and adapted to apply to at least two minority populations? This paper should be 5-7 pages (maximum text is 7 pages, not including cover, abstract, and bibliography, APA 6th Edition, 12pt font) (CLOs: 3,4,5,8)

VII. CLASS ATTENDANCE AND PARTICIPATION:

You must attend and participate in all class sessions in order to receive credit for this class.

V. COURSE GRADING AND POLICIES

The papers will be graded according to three categories: style (neatness, appropriate format, spelling, grammar, etc.), content (appropriate, graduate level research; good, academic citations; adds to knowledge base of students), and logic and coherence (flow of paper, logical connections throughout the paper, supporting main points with research). Coherence is a very important part of the grade, as many students can identify and cite interesting content, but have a difficult time presenting it in a systematic and logical fashion.

GRADING:

- Presentation/paper:	300 (4/10/2015)
- Participation in class:	200
-Self Guided	200 (3/21/2015)
-Final Paper	300 (4/30/2015)

A. SCALE

80 point scale			
A	940	to	1000
A-	920	to	939
B+	900	to	919
B	860	to	899
B-	840	to	859
C+	820	to	839
C	780	to	819
C-	760	to	779
D+	740	to	759
D	700	to	739
D-	680	to	699
F	679 and Below		

B. Table

<i>Supervision</i>	
<p>A. Knowledge</p> <ol style="list-style-type: none"> 1. Understand the purposes of clinical supervision 2. Understands theoretical frameworks and models of clinical supervision 3. Understands the roles and relationships related to clinical supervision 	<p>Days: 2-5</p> <p>Assignments: B, E</p>
<p>B. Skills/Practices</p> <ol style="list-style-type: none"> 1. Demonstrates the application of theory and skills of clinical supervision 	<p>Days: 2-5</p> <p>Assignments: B,E</p>
<i>Research And Scholarship</i>	
<p>B. Skills and Practices</p> <ol style="list-style-type: none"> iii. Demonstrates professional writing skills necessary for journal and newsletter publication iv. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences 	<p>Days: 1,5</p> <p>Assignments: C</p>

<i>Counseling</i>	
<p>a. Knowledge</p> <ul style="list-style-type: none"> i. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical legal considerations ii. Understands various methods for evaluating counseling effectiveness iii. Understands the research base for existing counseling theories iv. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events 	<p>Days: 1-5</p> <p>Assignments: A-E</p>
<p>b. Skills and practices</p> <ul style="list-style-type: none"> i. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories (CLO: 3 ii. Demonstrates effective application of multiple counseling theories (CLO: 3,5 iii. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings (CLO: 3,5 	<p>Days: 2-5</p> <p>Assignments: A-E</p>
<i>Integration</i>	
<p>A.</p> <p>1. Demonstrate the ability to integrate faith and spirituality into counselor education and supervision in an ethical manner</p>	<p>Days: 1-5</p> <p>Assignments: A, D.</p>

DATE	Class	TOPICS	ASSIGNMENTS and CLOs
Pre-Class		<ul style="list-style-type: none"> Working on Assignment A, due first day of intensive Prepare for assignments C-E 	Assignments: A Prepare for assignments C-E
Monday	1	<ul style="list-style-type: none"> Submit Pre-Class Assignment Introductions General overview of assignments Conceptual Basis of CBT The therapeutic alliance in CBT <ul style="list-style-type: none"> Core skills Establishing Maintaining Alliance disruptions Cognitive therapy in relation to other theories of counseling and psychotherapy—the three waves of cognitive therapy Cognitive therapy as an EST The nature of Cognition Cognitive therapy and theoretical integration Cognitive therapy and multicultural and spiritual integration Break into role play groups; diagnostic interview, psychosocial, initial treatment goals 	-Assignments: -Review assignment A -Cover assignment E in class -Begin assignment B
Tuesday	2	<ul style="list-style-type: none"> Discussion and processing last night assignment Core components of CBT CBT algorithms, case formulation methods The structure of CBT Sessions Agenda Setting Break into role play groups <ul style="list-style-type: none"> Assessment Agenda setting Case formulation <ul style="list-style-type: none"> Mood problem Anxiety problem Relationship problem Addictive Behavior 	--Continue assignment B -Link assignment B to E -Cover Assignment C
Wed.	3	<ul style="list-style-type: none"> Review Role plays connect them to assignments D & E CBT Strategies and Techniques for Depression and Relationship Problems <ul style="list-style-type: none"> Classical Beckian CBT for Depression Behavioral Techniques and Strategies Cognitive Techniques and Strategies Integrative approaches, introduction to CBASP Continue with role plays 	--Continue assignment B -Link assignment B to E & D -Cover Assignment D
Thurs.	4	<ul style="list-style-type: none"> Review Role Plays from night before 	Assignments: B & E

		<ul style="list-style-type: none"> • CBT Strategies and Techniques for Anxiety, OCD, Trauma, and Addictions <ul style="list-style-type: none"> ○ The role of exposure <ul style="list-style-type: none"> ▪ Cognitive processing therapies ▪ Imaginal exposures ▪ In vivo exposure ○ Differential applications to different anxiety disorder ○ Trauma application ○ OCD • Integration into Assignments B and E • Role play groups for homework 	<p>-Link assignment B to E and D</p> <p>-More coverage of C</p>
Friday	5	<ul style="list-style-type: none"> • Review Role Plays from night before • Continue with applications to <ul style="list-style-type: none"> ○ Trauma ○ Addiction • Role play groups continued • Review Assignments C, D, E 	Assignments: B, C, D, E
Post Class		<ul style="list-style-type: none"> • Working on Assignments C-E 	Assignments: C-E

IX. OTHER POLICIES

A. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

B. Disability Statement

Online students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations. Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in TE 127 for arrangements for academic accommodations.

C. Drop/Add Policy

Consult the Graduate Catalog for drop/add policies.

D. Dress Code (applies to classes meeting on campus)

Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

E. Dual Relationship & Limits of Confidentiality

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

F. University FN Policy

Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student's last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event). This will be the "Creation Date" of the assignment.

Before posting the "FN" the professor must email the student after noticing at least 14 days of nonattendance. The professor should utilize the template email provided below to communicate the seriousness of the "FN" grade to the student. After 21 days of nonattendance in which the student has not submitted course work or communicated with their professor, the professor should post the "FN" grade in the Post Final Grades area of Blackboard, along with the student's last date of attendance.

Students who receive a grade of "FN" may appeal to their professor to have the grade removed to allow a resumption of work in the course. This appeal must be communicated in written form to the faculty member within 1 week of the notification of the "FN" grade being posted. The faculty member will confer with their Associate Dean in order to review and make a determination concerning the status of the appeal.

14-Day Notification:

In reviewing your course activity, I've noticed that you have not submitted an assignment for the past couple of weeks. According to university policy, a grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. This can have serious financial/academic consequences. Please contact me to set up a plan of action to get re-engaged with the course and your classmates. I look forward to working with you.

21-Day Notification

In reviewing your course activity, I've noticed that you have not submitted an assignment for the past three weeks. According to university policy, 'a grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer.' As per university policy, I am assigning a grade of FN. Please feel free to contact the academic advising office if you have any questions or concerns.

A Student's Guide to Understanding Letter and Numerical Grades

To assist you with achieving good grades on written work and understanding the grade you received or will receive on any papers I grade I have prepared this review to help you understand how I think. A review of this document should help you prepare your papers for submission with the goal of achieving the highest grade possible. My purpose is not to “nit-pick” but to help you produce quality *graduate level* papers.

F paper:

0-75

Treatment of the subject is superficial; theme lacks discernible organization; prose is garbled or stylistically primitive. Mechanical errors are frequent. The ideas, organization, and style fall far below what is acceptable graduate level writing. It does not address in any way the current APA Style Manual.

D paper:

76-81

Treatment and development of the subject are only rudimentary. Although organization is present, it is neither clear nor effective. Sentences frequently are awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading is scanty or nonexistent. The whole piece gives the impression of having been written in haste. It does not address in a clear manner the current APA Style Manual.

C paper:

82-87

Generally competent; meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information delivered, however, seems thin and commonplace. One reason for that impression is that the ideas typically are cast in the form of vague generalities that confuse readers and prompt them to ask marginally: “In every case?” “Exactly how large?” “Why?” “But how many?” Stylistically, the *C* paper has other shortcomings as well: The opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being choppy, tend to follow a predictable, often monotonous subject-verb-object pattern; and the diction occasionally is marred by unconscious repetitions, redundancy, and imprecision. Additionally, the paper does not clearly incorporate the stated references and lacks appropriate critical thinking. The *C* paper, while it gets the job done, lacks imagination and intellectual rigor and hence does not invite a rereading. It too does not address appropriately the current APA Style Manual.

B paper:

88-93

Significantly more than competent. Besides being almost free of mechanical errors, the *B* paper delivers substantial information in terms of both quantity and interest. Specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. There is evidence of good critical thinking and the incorporation of ideas from stated references. The opening paragraph draws the reader in; the closing paragraph is both conclusive and

thematically related to the opening. The transitions between paragraphs are for the most part smooth, the sentence structures pleasingly varied. The diction of the *B* paper typically is much more concise and precise than that found in the *C* paper. Occasionally, it even shows distinctiveness. On the whole, a *B* paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. It does address the current APA Style Manual.

A paper:
94-100

The principal characteristic of the *A* paper is its rich content. Some people describe that content as “meaty,” others as “dense,” still others as “packed.” The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The *A* paper also is marked by stylistic finesse: The title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Critical and abstract thinking are evident in the paper. It clearly follows the current APA Style Manual. Finally, the *A* paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, it leaves the reader feeling thoroughly satisfied and eager to reread the piece.

Guidelines for Evaluation of Written Assignments

General

Consistent relevance to course content and specific course assignment; focuses clearly on some aspect of course

Content

- Introduction – Clearly states topic, purpose, and organizational plan
- Body- Logical choice of sub-topics, adequate treatment of topic and sub-topics (given length constraints)
- Style – Mechanics (i.e. word choice, grammar, punctuation, spelling, excessive typographical errors); Proof read/edit your work for coherence and/or clarity of thought between sentences, paragraphs, sections, etc.
- Analytical thought – Goes beyond descriptive reporting or summarization; support given for inference and conclusions
- Summary- Reviews content and describes main conclusions

Documentation

Uses sources effectively to support statements; adequate (not necessarily exhaustive) review of literature on topic; quality of sources appropriate for level of class

FYI

- Include a title page consisting of the title of your paper, your name(s), affiliation (Liberty University)
- All pages must be numbered with margins of at least one inch top, bottom, and left/right
- Your paper must be typed, double-spaced, with a letter quality font (e.g. Times New Roman); font size = 12 picas
- Consult APA Manual, 5th edition for assistance

GUIDE FOR ASSESSING CLASS CONTRIBUTION

This course is structured so that we can learn, not only from textbooks and articles, but also from one another. For me, student-to-student interaction and learning is valuable. Class contribution assesses your contribution to the learning experience of your classmates. Contributions may include comments, questions, statements, discussions, etc., and may occur in large or small group discussions.

Furthermore, I recognize that individual styles vary: some people tend to be more vocal than others. This does not necessarily mean that those who have been most vocal have contributed more to the overall learning experience of the class than those who have been quieter. It is the *quality* of the contributions that is evaluated, not necessarily the *quantity*. This includes (but is not limited to) the degree to which the student:

- Brings clarity to issues being discussed
- Raises new and novel (yet relevant) points
- Relates issues to Scripture/Biblical principles and experience
- Rationally defends her/his position
- Critically evaluates the views of others

Your class contribution is worth 25% of your total grade and is divided into three parts: a). your *self* evaluation; b). a *general* class contribution, based on my assessment; c). a *peer* assessment by your classmates/colleagues. Rate your colleagues on a scale of 1 (poor) to 10 (outstanding). You need not rate every member of your class. NOTE: *I reserve the right to raise any class member's peer contribution grade. I will not lower a grade.*

Grading Scale

Students with a sound grasp of materials and a demonstrated ability to analyze those materials at a satisfactory to average level for graduate students can be expected to receive a grade of "B". The grade of "A" will be reserved to designate excellence. This will require not only a sound grasp of materials and the demonstration of an ability to analyze them at a graduate level, but also a clear capacity to synthesize and critique the materials and apply the principles for effective problem solving. There is not preconceived designation of the number of students to receive each grade.