

**Psychology 610 B**  
**Cognitive-Behavioral Approaches in Counseling and Psychotherapy**

Time:	7:30 PM - 10:00 PM Tuesdays	Place:	Holroyd
Professor:	Dr. Lynn Collins	Phone:	951-5046
Office:	Holroyd 117B	E-mail:	collins@lasalle.edu

**Office hours:** Tuesdays 4:30 PM - 7:00 PM; Wednesdays 1:30 - 3:00 PM; 5:30 PM - 7:00 PM, Thursdays 1:30 - 3:30 PM, and by appointment. I am on campus at other times as well. Students who come to my office take precedence over concurrent incoming phone calls (I won't pick up the phone if I already have a student in my office, but will return the call later). I respond very quickly to e-mail messages.

**Course Description:** This course is designed to familiarize students with the theoretical bases of Cognitive Behavior Therapy. Different approaches will be explored. There will be an emphasis on approaches that are most commonly used and the populations with which they are used. Lectures will stress theory and case conceptualization. Exercises will address both theory and application.

This course provides a more sophisticated, in-depth look at CBT as it pertains to cases. Students will read two texts and case and/biographical material. They will also participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering special issues for certain populations.

**Required Text:**

Barlow, D. H. (1993). *Clinical handbook of psychological disorders*. New York: The Guilford Press.

Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. New York: The Guilford Press.

**Required case material:**

Each group may select a biography of a person with the particular disorder and use that material as the basis for their conceptualization, treatment planning, and role-play. Some suggestions may be found below:

*An Unquiet Mind* by Kay Redfield Jamison (depression)

*Girl, Interrupted* by Susanna Kaysen (borderline personality)

*A Brilliant Madness: Living With Manic-Depressive Illness* by Patty Duke, Mary Lou Pinckert, Gloria Hochman (bipolar disorder)

*The Boy Who Couldn't Stop Washing: The Experience and Treatment of Obsessive Compulsive Disorder* by Judith L. Rapoport. (OCD)

*I'm Black and I'm Sober: The Timeless Story of a Woman's Journey Back to Sanity* by Chaney Allen

*Bill W: My 1st 40 Years* by Bill W (alcoholism)

*Better Him than Me* by Jack Eager (PTSD)

*The Earl Campbell Story : A Football Great's Battle With Panic Disorder* by Earl Campbell (Editor), John Ruane, Earline Campbell (Panic)

*Good Enough...When Losing is Winning, and Thin Enough Can Never be Achieved* by Cynthia N. Bitter (Eating disorders)

*Diary of an Eating Disorder: A Mother and Daughter Share Their Healing Journey* by Chelsea Smith, Beverly Runyon (Eating Disorder)

### Course Objectives:

1. To develop an appreciation of the means by which one can assess the effectiveness of the different approaches and ones own interventions.
2. To introduce students to the myriad of ways to think about and approach a client's history and current issues from a CBT perspective. To encourage flexibility in thinking about cases and lay the foundation for an ability to work collaboratively with clients from this perspective
3. To have students appreciate the matching of several classes of patient problems with several types of CBT techniques.

### Course Requirements:

1. **Attendance AND participation in class discussion.** This is a discussion class and your input and ideas are important.
2. **Completion of the two multiple choice/short answer/essay exams.** Make-up exams will not be given. Students may use the optional comprehensive final exam to replace grade on lowest or a missed test. *I highly recommend banding together with other student to outline chapters.* The chapter outlines are valuable when you have to study for tests like the GRE down the road. *Studying for these exams will help you be prepared for the GREs and licensing exams.*

**How to study for my tests:** My tests are characterized as comprehensive, but fair. You need to know *all* of the terms and concepts. If you are vague on anything, you will get the question wrong. Learn the material *well!* The outlines that I just mentioned are a great way to study for my tests. Studying with other students (even over the phone!) is also a good idea. It is better to get that uncomfortable feeling when a peer asks a question you can't answer than during the exam. The more ways your peers ask you questions, the more likely it is that you will come across an item that will be on the exam.

3. **Completion of a case presentation (depression, anxiety, substance abuse, eating disorder or borderline personality disorder).** This may be done individually or in teams of 2-4 people. Attendance and participation in the "case conferences" is required and will constitute 10% of your grade. See attached page for details.
4. **Completion of "special consideration" paper.** This paper will review the literature on a particular issue that may affect treatment planning for the client, such as sex, ethnicity, age, class, ongoing domestic violence, co-morbid disorders, or medical problems.
5. **Optional.** Students can get extra credit (an extra 3%) by **answering questions by e-mail.** Students responding accurately *within a week* of the posting will receive a specified number of bonus points, typically one per question, up to 3% of their total grade. Students may do one or the other. Why is this assigned? It is assigned because there are numerous events and opportunities posted each week via e-mail and students need to access this information for their professional development. Be sure to delete excess messages each week, or there may not be room for the next week's question!

Grading:

Exam I	20%
Exam II	20%
Case materials	25%
Special considerations paper	25%
Participation	10%

Grading:

A	94+%	C	70-76%
A-	90-93%	F	<70%
B+	87-89%		
B	84-86%		
B-	80-83%		
C+	77-79%		

**Case Assignment**

**Case Documents:** (to be handed in at least 2 weeks before presentations so I can make copies for everyone).

1. Title of book chosen (information about book)
2. Overview of case
3. Description of main issues and treatment techniques for disorder in general
4. Assessment procedures, forms; sample completed
5. Problem list for case
6. Treatment plan, including specific techniques
7. Case's automatic thoughts, intermediate thoughts, and core beliefs for case
8. Special issue paper with reference section (bibliography); 7-10 pages.
9. Termination plans

**Class presentation:**

1. Give overview of case
2. Discuss assessment plan (behavioral & cognitive)
3. Describe problem list for case, automatic thoughts, intermediate thoughts, and core beliefs for case
4. Special issue paper with reference section (bibliography); 7-10 pages.
5. Describe and give rationale for 12 session treatment plan, specific techniques
6. Discuss special consideration in theory and as pertains to case.
7. Discuss termination planning
8. Role play case to demonstrate characteristic cognitions and approaches with teammate.
9. Tag-team therapy: Other students rotate through; teammates switch part way through.

## Cognitive-Behavioral Approaches in Counseling and Psychotherapy

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Date:	Chapter:	Topic:
August	29	Introduction and overview Basics of behavioral and cognitive approaches (intro group exercise with assessment assignment)  Assign:           Exercise leaders (5 exercises) Pathologies Discuss:         Special considerations
September	5	Beck 1-3      Cognitive case conceptualization & first session (group exercise with relaxation technique by student) Case conceptualization film
	12	Beck 4-7      Planning of sessions; issues (group exercise: identifying automatic thoughts & emotions) Panic: First session
	19	Beck 8-10     Automatic thoughts & intermediate beliefs (group exercise: other techniques) Structure of session film
	26	Beck 11-14    Core beliefs (group exercise: imagery)
October	3	Beck 15 Barlow 1-3     Termination & relapse prevention (group exercise: other techniques) Relapse prevention film
	<b>10</b>	<b>Exam I on material covered so far (except Barlow).</b>
	17	Barlow 4-5    Anxiety disorders (case presentations and tag team therapy begins) Panic film
	<b>24</b>	<b>Clinical-Counseling MA Program Fishbowl</b>
	31	Barlow 6      Depression (case presentations and tag team therapy)
November	7	Barlow 7 & 8  Eating disorders & obesity (case presentations and tag team therapy)
	14	Barlow 9      Alcoholism (case presentations and tag team therapy)
	21	Barlow 10     Borderline personality disorder (case presentations and tag team therapy) CBT with BPD film

	<b>28</b>	<b>Exam II on material covered since exam I</b>
December	5	Loose ends, summary, and potluck party
December	12	Optional final

**The professor reserves the right to make changes in the syllabus. Changes will be announced in class.**