COGNITIVE-BEHAVIORAL THERAPY: ESSENTIAL SKILLS FOR THE ASSESSMENT AND TREATMENT OF ANXIETY AND DEPRESSION

GSAPP 18:821:555:01  FALL 2009

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Class Details:
Classroom: A340
Class Time: Friday, 9:30 AM – 12:15 PM
Office Hours: By appointment;
Class Discussions & Questions: Please use Sakai site

COURSE DESCRIPTION
Approximately 25% of the general population suffers from an anxiety disorder at some point in their life. 20% suffer from depression. This two-semester course will focus on the clinical application of cognitive and behavioral strategies used to address these disorders. Students will learn how to: (1) conduct a thorough assessment with a structured clinical interview and battery of questionnaires, (2) conceptualize a case within a CB framework, (3) implement specific CB treatment strategies within a session to target specific problems and goals, and (4) evaluate treatment outcomes throughout therapy. Registration in both the Fall and Spring semesters is required to receive credit for both semesters. By the end of the two-semester course, students will have thorough exposure to psychopathology, assessment, and treatment of anxiety and depression.

Students will complete some experiential component for the class. This may include (1) treating a case using CBT strategies out of the GSAPP outpatient clinic, (2) applying CBT strategies to a case you are currently treating at an external practicum, (3) watching videotape of CBT sessions, or (3) serving as a therapy assistant and watching live therapy sessions through one-way mirror. Class time will include a combination of lectures, role-plays, student case presentations, and discussion of relevant literature.

Grading:
Your grade will be based on the following elements:
1. 45% Homework Assignments (upload on Sakai)
2. 40% In-class presentation (weeks 13-15) OR Final Treatment Case Write-up: Due by 5 PM on Friday, 12/11 (Upload on Sakai).
3. 5% Completion of experiential component.
4. 10% Attendance and class participation.

Sakai site:
We will use Sakai to post the syllabus, readings and class materials, to distribute information, to post all Assignments and for the student to post their Homework and Final. To access the site:
1. Login with your NetID at: http://sakai.rutgers.edu/
2. Click tab for 18:821:555:01 F09 (CBT for Adult Anxiety and Depression, Fall 09)
3. If you do not see the tab, follow the directions for “Join a Class Worksite” posted on Sakai.
4. Post any general questions (e.g., about assignments; content-related) to the “Questions” or “Discussions” links on the “Discussions” tab.
5. You can email Private Messages here too by clicking the little icon for “Private Messages.”
6. To upload assignments, go to the ASSIGNMENTS link and upload on the same page where the assignment is assigned.
7. When you upload assignments, please label (Save As) your file STARTING with your LAST NAME (e.g., “Chu_HW1 outcome table.doc”).

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FALL SEMESTER: COURSE OUTLINE

REQUIRED BOOKS/READINGS

If not in book store, books can be obtained directly from Amazon, New Harbinger, or Guilford Press: http://www.guilford.com/. In addition, selected readings will be assigned during selected weeks (see below) and assessment measures, forms used in treatment, etc. may be provided for you.

Class 1 (9/4): Why Empirically-Supported Treatments are Important and Measuring Outcomes
3. Assign Homework: single-case design (due 9/18)

Optional (but recommended) readings:

Class 2 (9/11): Why Study Anxiety and Depression Together & Intro to CBT
2. Beck: Ch 1 (pp. 1 – 12)
3. Leahy & Holland: Appendix A & B (pp. 281-317).

Optional (but recommended) readings:

Class 3 (9/18): Diagnostic Assessment of Depression: SCID-I
   b. Scid_1_p_scoresheet
   c. SCID_2_p_overview
   d. SCID_3_a_module: (focus on Depression and Dysthymia sections – not Bipolar and mania).

3. Assign SCID Homework (Due 10/2)

Class 4 (9/25): Diagnostic Assessment of Anxiety: ADIS-IV

   a. ADIS Interview (pp. 1-39, 73-74)

2. Additional reading TBA?

Class 5 (10/2): CBT Case Conceptualization and Treatment Planning (also, catch up from SCID & ADIS training)

1. Beck: Ch 2-5 (pp. 13 – 74), Ch 16 (pp. 284-299), and Appendix A (Case Summary Worksheet, pp. 315-318)

2. Assign Case Summary Write-up Homework (Due 10/23)

Class 6 (10/9): Cognitive Techniques, part I (Automatic Thoughts)

1. Beck: Ch 6 – 11 (pp. 75 - 192)

ALERT!! (10/16): Class is cancelled to allow students to attend GSAPP Cultural Conference

Class 7 (10/23): Cognitive Techniques, Part II (Intermediate and Core Beliefs), esp for Depression

1. Leahy & Holland: Ch 2 (pp. 12-68)
2. Beck: Ch 14

Optional (but recommended) readings:

Class 8 (10/30): Behavioral Activation for Depression

1. Addis & Martell: Ch 2 – 5

Optional (but recommended) readings:
1. Barlow: Ch 8 (pp. 328 – 364).
Class 9 (11/6): CBT for Panic Disorder
1. Leahy & Holland: Ch 3
2. Barlow: Ch 1 (pp. 1 – 64).

Optional (but recommended) readings:

Class 10 (11/13): CBT for Social Anxiety Disorder
1. Leahy & Holland: Ch 5
2. Barlow: Ch 3 (pp. 123 – 163)

*** Alert!! No Class (11/20): ABCT

Friday, 11/27: No class. Thanksgiving.

Class 11 (12/4): CBT for Generalized Anxiety Disorder
1. Leahy & Holland: Ch 4
2. Barlow: In third edition, Ch 4 (pp. 154 – 208) – otherwise, TBA

Class 12 (12/11): Student-led Case Conference
1. 
2. 
3. 
4.

Friday, December 11 @ 5:00 PM: FINAL Case Write-up Due
Upload completed assignment on Sakai.

Class 13 (12/18): Student-led Case Conference
1. 
2. 
3. 
4.
ATTENDANCE, TARDINESS, & PARTICIPATION
Attendance and participation are essential parts of class. Excused absences include religious and recognized cultural holidays that fall on the day of class. Because conferences are an important part of professional development, these may also be excused, but please limit how many days of class you miss. If you will be absent for an excused reason, please let the instructor know ahead of time with your reason. **If you miss 3 classes for any reason, you will receive an automatic, one full grade reduction.**

Exceptions (e.g., chronic illnesses, medical emergencies, a number of religious holidays) can be made at the discretion of the instructor, but please discuss these issues as soon as possible. Because tardiness disrupts class and is inconsiderate to your fellow classmates, each day a student is tardy (i.e., more than 5 minutes late), s/he will receive a 1% grade deduction. Total deductions for tardiness shall not exceed 10% of your total grade. Active participation can earn students credit (up to 5% of grade), and this evaluation is entirely up to the instructor’s discretion.

SUPERVISION OF CASES
You have several options for meeting the experiential component of the course (see course description above). If you choose to use a case that you are seeing through another practicum, you must have it approved by the instructor first (the supervisor must be CB-amenable, and you must be able to assess outcomes at regular intervals). If you choose to acquire a new case through the GSAPP clinic, you may obtain supervision by: (a) asking Don for a CB supervisor or (b) asking the Don or Brian to set you up with a CB Clinic Team – these are new and subject to availability. I will keep you updated.

HOMEWORK ASSIGNMENTS
Specific homework assignments will be announced in class. They will be brief and applied in nature. For example, you may be asked to use a technique taught in class and write up a plan for how to integrate this into your ongoing case. Other times you will be asked to prepare an in-class demonstration of a technique learned from the readings or the previous class.

CASE CONFERENCE PRESENTATIONS
The specific details of the presentation will be described in class and will depend on how many students enroll for the class (because of limited time). In the past, we have used the presentation to present their case in class. The aim of this assignment is to give the student a chance to demonstrate knowledge of CB conceptualization, rationalize their assessment choices, and describe their treatment plan and course. It will incorporate elements of the lessons you learned throughout the class.

FINAL CASE WRITE-UP
The final case write-up will be a more detailed write-up of the in-class presentation. The case write-up will include a brief diagnostic summary, conceptualization of the client’s problems, description of course of treatment, and outline outcome assessment. Details to be provided in class.

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Treatment Resources – Adult

**Adult Depression:**

**Panic and Agoraphobia:**

**Generalized Anxiety Disorder:**

**Social Anxiety:**

**Post-Traumatic Stress Disorder:**

**Specific Phobias and OCD:**

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Eating Disorders:


Substance Abuse:


Personality Disorders:


Other Adult Problems:


Couples/Marital Distress:


Video Resources:

APA Video Series on Cognitive-Behavior Therapy. 5 videotapes on activity scheduling, thought records, structuring therapy, and case formulation and treatment planning. $69.95 ea or $349.95 for all 5.
Treatment Resources - Child and Adolescent

Assessment Resources:
Achenbach computer scoring (for CBCL/YSR/TRF)

Youth Anxiety Disorders:
Barrett PM, Lowry-Webster H, Turner C; FRIENDS Program for Children. Brisbane: Australian Academic Press; 2000. (this is the newest version of Coping Koala / Family Anxiety Management – there is both a youth manual and youth workbook)

Kendall PC; Cognitive-behavioral therapy for anxious children: Treatment manual. Ardmore, PA: Workbook Publishing; 1990. (there is both the manual and a Coping Cat youth workbook available)


Youth Depression:


Youth Disruptive Behavior:


Larson & Lochman; Helping School Children Cope with Anger: A cognitive-behavioral intervention; 2002 (this is their Anger Control / Anger Coping program)

Webster-Stratton C; Parents and Children: A 10 Program Videotape Parent Training Series With Manuals. Eugene, OR: Castalia Press; 1987 (this is the “Incredible Years” series, very solid research base, but it costs a few thousand dollars!)

Youth Conduct Disorders


Other Youth Problems:


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