
A. COURSE DESCRIPTION
The goal of this course will be to introduce students to cognitive-behavioral theories, concepts, principles, and strategies, especially as they apply to psychotherapy. This introduction will include background on the history of the field.

B. REQUIRED STUDENT ASSIGNMENTS
1) Short Reaction Paper to the Reading. For classes 2-5, students are expected to write short papers before class on the reading for that week. In the paper, students are to describe 1 or 2 items from the reading that (a) they found useful and persuasive, (b) they disagreed with, and/or (c) they found confusing, and explain the rationale behind this reaction. The comments in the papers will form one of the bases of that day’s class discussion.

A. A copy of the paper should be electronically sent to me if at all possible by at least 10:00am on the Tue. before the Wed. 9:15am class.
++ Write your reaction paper in Word and deposit it in your DROP BOX on the class’ Sakai site.
++ At the top of the page, put in a heading, as follows:
    Last Name, First Name, CBF-Clin, REACTION, DATE OF CLASS WHEN PAPER IS DUE
    example -- Fishman, Dan, CBF-Clin, REACTION, 9-9-09
++ Name your Word file in exactly the same way

NOTE: Please bring the readings for the week to class for availability during lectures and discussion.

2) Written Self-Change Project. Each student will (a) select one of their own behaviors and/or cognitive patterns for change; (b) develop and carry out for 1 week an intervention plan to effect change; (c) document the process; and (d) share their experiences with the class.

A) The goal here is to target behaviors and cognitive patterns that are relevant for you, but I don’t want you to feel pressure to reveal anything that you are not personally comfortable doing. Some examples from students in the past include: increasing fitness workouts, better managing of diet, developing more systematic and/or efficient studying times, worrying less, increasing contacts with old friends, and stopping smoking. Some students have taken issues that have a deep personal meaning but have translated and framed them for the project so that they were comfortably shared with the group.

B) For class 4, a report is due on the behavior(s) and/or cognitive pattern(s) that you want to change and your plan for doing so.
FOR FORMAT OF REPORT, FOLLOW DIRECTIONS 1.A ABOVE, EXCEPT WRITE “CHANGE” INSTEAD OF “REACTION.”

C) A final report summarizing your goals for change and your experience over the past week in trying to achieve those goals is due at the beginning of class 5. The class members will be sharing the results of their change projects in this class.
FOR FORMAT OF REPORT, FOLLOW DIRECTIONS 1.A ABOVE, EXCEPT WRITE “CHANGE” INSTEAD OF “REACTION.”

D) More details on the project will be described in class.


D. OTHER READINGS: These are posted on the class’s Sakai web site; 18:820:504:01.

E. GRADING: A student’s final grade will be based upon the student’s performance in the above two assignments, together with his or her degree of active and constructive class participation.
## F. WEEKLY OUTLINE OF THE COURSE: Readings are listed for each class. (The reading should be completed before the class for which it is listed.)

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>PERSONS BOOK READING</th>
<th>OTHER READING (available in Sakai site)</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>1, 09-02-09</td>
<td>Introduction</td>
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<tr>
<td>2, 09-09-09</td>
<td>Case Formulation Approach to CBT</td>
<td>Chapter 1</td>
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<td>*** Reading Reaction Paper 1</td>
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<td>3, 09-16-09</td>
<td>Cognitive Theories and Their Clinical Implications</td>
<td>Chapter 2</td>
<td>*** Z-Fishman, Rego, Muller, CONDENSED VERSION, History and overview of CBT</td>
<td>*** Reading Reaction Paper 2</td>
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<td>5, 09-30-09</td>
<td>Emotion Theories and Their Clinical Implications</td>
<td>Chapter 4</td>
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<td>*** Reading Reaction Paper 4 *** Self-Change Project: 1 Week Results</td>
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