GSAPP, FALL, 2009: THEORETICAL FOUNDATIONS OF INTERVENTION: 
THE COGNITIVE BEHAVIORAL MODEL – SCHOOL, (18:820:504:02)

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A. COURSE DESCRIPTION
The goal of this course will be to introduce students to cognitive-behavioral theories, concepts, principles, and strategies across a range of practice settings. 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 1:00 pm on the Sun. before the Mon.  1:15pm 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-School, REACTION, DATE OF CLASS WHEN PAPER IS DUE
         example -- Fishman, Dan, CBF-School, REACTION, 9-14-09
      ++ Name your Word file in exactly the same way, e.g., Fishman, Dan, CBF-School, REACTION, 9-14-09
   B. 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 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) Note: some students in the past have designed reporting back to the class as one positive incentive for change.
   C) Some students have taken on a more complex problem and devoted most of their time trying to break down the problem into manageable units. This approach is fine, if you document the process of “working through” the definition of the problem.
   D) For classes 6-9, short, written progress reports will be expected along with oral discussion of the ongoing experience in class.
      FOR FORMAT, FOLLOW DIRECTIONS 1.A ABOVE, except instead of “REACTIONS,” put “CHANGE”.
   E) A final paper summarizing the total self-change project is due at the beginning of the last class in written, hard-copy form AND electronic form. It should be in the range of 6-8 double-spaced pages.
      FOR FORMAT, FOLLOW DIRECTIONS 1.A ABOVE, except instead of “REACTIONS,” put “CHANGE”.
   E) More details on the project will be described in class.
B. REQUIRED STUDENT ASSIGNMENTS (continued)

3) Written Case Analysis and Formulation Exercise. The student is to take the concepts, strategies, and procedures covered in the Persons textbook (and -- as an option -- in other class readings where feasible and relevant) and apply them to a case situation either (a) known to the student, or (b) a case I will provide.

** This can involve a child or adolescent in a counseling or psychotherapy setting.

A. The format of the write-up should follow the one I cover in class, based on the Persons book.
B. This exercise is designed to prepare the student for Question #2 of the General Comps, which is based on the Foundations courses and expects the student to provide psychodynamic, cognitive-behavioral, and organizational perspectives on an individual case.
C. The final write-up of the case should be in the range of 6-8 double-spaced-equivalent pages.

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


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</th>
<th>OTHER READING (available in Sakai site)</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>1. 09-08-09</td>
<td>Introduction</td>
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<tr>
<td>2. 09-14-09</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. 09-21-09</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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<tr>
<td>09-28-09</td>
<td>Class cancelled for Jewish holiday</td>
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<td>5. 10-12-09</td>
<td>Emotion Theories and Their Clinical Implications</td>
<td>Chapter 4</td>
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<td>*** Reading Reaction Paper 4</td>
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<td>6. 10-19-09</td>
<td>CBT Treatment of Anxiety Disorders in Youth (the work of Brian Chu and his mentor, Phil Kendall)</td>
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<td>**** J1 &amp; J2. K.D. Fishman, Behind the One Way Mirror. (Profile of Phil Kendall)</td>
<td>*** Self-Change Project Report 1</td>
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<td></td>
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<td>*** CHU, 3.1 Kendall(2000), Anxiety Tx <em>PART 2</em>, p. 253 on (section on Treatment)</td>
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<td>**** CHU, 3.1 Kendall(2000), Anxiety Tx <em>PART 3</em>, to end (section on Treatment)</td>
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<td>7. 10-26-09</td>
<td>Multisystematic Treatment of Antisocial Behavior in Youth</td>
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<td>*** I1, I2, I3, Henggeler, Multisystemic Treatment of Antisocial Behavior in Children and Adolescents</td>
<td>** Self-Change Project Report 2</td>
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<tr>
<td>8. 11-02-09</td>
<td>Social and Emotional Learning</td>
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<td>*** C1 &amp; C2, Elias &amp; Clabby, Building Social Problem Solving Skills</td>
<td>** Self-Change Project Report 3</td>
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### F. WEEKLY OUTLINE OF THE COURSE (continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
| 9. 11-09-09A | Token Economies                            | *** L1, L2, L3, Rhoades on the work of Gordon Paul: Treating and Assessing the Chronically Mentally Ill  
N. Silverstein, Behavioral Rehabilitation of Schizophrenia | ** Self-Change Project Report 4       |
| 10.11-09B  | *** Review of Student Self-Change Projects | ** Written Final Summary and Integration of Self-Change Project            | ** Written Case Formulation           |
|            | *** Review of Student CBT Case Formulations|                                                                          |                                       |