**COURSE DESCRIPTION**

Approximately 25% of the general population suffers from an anxiety disorder at some point in their life. 20% suffer from depression. This course will focus on the clinical application of cognitive and behavioral strategies used to address these disorders.

**Course Objectives include:**

Students will be able to: (1) Identify and choose evidence-based assessment tools (including using DSM-5 criteria) to assess anxiety/mood problems in adults, (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. Students will be exposed to traditional cognitive behavioral techniques/interventions and to newly third-wave treatments, such as, mindfulness and reconceptualized behavioral activation.

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. 50% Homework Assignments (**upload on Sakai**)
2. 35% Final Treatment Case Write-up: Due by 5 PM on **Friday, 12/12** (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/](http://sakai.rutgers.edu/)
2. Click tab for **18:821:555:01 (Adult CBT (555) Fall 2014)**
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 Forum tool.
5. To upload assignments, go to the ASSIGNMENTS link and upload on the same page where the assignment is assigned.
6. When you upload assignments, please label your file (using Save As) STARTING with **YOUR LAST NAME** (e.g., “Conklin_HW1 outcome table.doc”).
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/](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 (9/5): EBTs, Measuring Outcomes, & Anxiety/Depression Overview
4. DSM-5 Fact sheets for: Disruptive Mood Dysregulation Disorder, OCD, PTSD, Social Anxiety Disorder

7. Assign Homework: single-case design [10 pts] (due 9/12)

Optional (but recommended) readings:

Class 2 (9/12): CBT Case Conceptualization and Treatment Planning
1. Beck: Ch 1-5, 17 (HW), and Appendix A (Case Conceptualization Write-up)
2. Leahy, Holland & McGinn: Appendix A.

3. Assign Case Summary Write-up Homework [20 pts] (Due 9/26)

Optional (but recommended) readings:


**Class 3 (9/19): Cognitive Techniques, part I (Automatic Thoughts)**

1. Beck: Ch 6 – 12 (pp. 75 - 192)
2. Leahy, Holland & McGinn: Ch 10 (Cog Tech)
3. Leahy, Holland & McGinn: Appendix B

**Class 4 (9/26): Cognitive Techniques, Part II (Intermediate and Core Beliefs)**

1. Leahy, Holland & McGinn: Ch 2 (pp. 12-101)
3. Barlow: Ch 7 (Young)

**Class 5 (10/3): Behavioral Activation for Depression, Part I**

1. Barlow: Ch 9 (Dimidjian et al).

**Class 6 (10/10): Behavioral Activation for Depression, Part II**

1. Addis & Martell: Ch 2 – 5

6. **Assign BA/Exposure Homework [10 pts] (Due 10/24)**

**Class 7 (10/17): CBT for Panic Disorder**

1. Leahy, Holland & McGinn: Ch 3
2. Barlow: Ch 1 (Craske & Barlow)
Optional (but recommended) readings:

**ALERT!! (10/24): Class is cancelled to allow students to attend GSAPP Cultural Conference**

**Class 8 & 9 (10/31): Double Class to make up for off-week: 9:15–12:00 & 1:30–4:00**

**Class 8 (10/31): CBT for Social Anxiety Disorder**
1. Leahy, Holland & McGinn: Ch 5
2. Barlow: Ch 3 (Heimberg & Magee)

**Class 9 (10/31): CBT for Generalized Anxiety Disorder**
1. Leahy, Holland & McGinn: Ch 4
2. Barlow: Ch 6 (Payne et al: Unified protocol)

**Class 10 (11/7): Exposure & Response Prevention for OCD; extra Exposure practice**
Topic: Basic diagnostic and phenomenological issues for OCD; Exposure with Response Prevention

1. Barlow: Ch. 4 (Franklin and Foa)

**Class 11 (11/14): ERP for PTSD**
Topic: Guest David Yusko will present Foa’s model of PE for PTSD.

1. Barlow: Ch 2 (Monson et al.)

**11/21: ALERT!! No Class for ABCT**

**11/28: No class. Thanksgiving.**
Class 12 (12/5): Acceptance and Commitment Therapy I


Recommended reading:
4. Barlow, Ch 5 (Roemer & Orsillo)

6. Assign ACT HW [10 pts] (due 12/12).

Class 13 (12/12): Acceptance and Commitment Therapy II
Topic: Demonstrations and active role plays with specific ACT techniques.


Recommended Reading:

Friday, December 12 @ 5:00 PM: FINAL Case Write-up Due
Upload completed assignment on Sakai.

Class 14 (12/19): Acceptance and Commitment Therapy III
Topic: Demonstrations and active role plays with specific ACT techniques.

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 seek permission from the instructor before any proposed absences. 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. Absences in the last two weeks of class are especially egregious and will be given special consideration when considering attendance credit.

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. Active participation can earn students credit (up to 5% of grade), and this evaluation is entirely up to the instructor’s discretion.

Computer use in class: Students are not to use computers for purposes other than note-taking or class-related activities.

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, please submit a new case as soon as possible and note that you are seeking a CBT supervisor.

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.

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.
Treatment Resources – Adult

**Adult Depression:**


**Panic and Agoraphobia:**


**Generalized Anxiety Disorder:**


**Social Anxiety:**


**Post-Traumatic Stress Disorder:**


**Specific Phobias and OCD:**


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!)

John Lochman and Karen Wells’ Anger Coping Program materials (http://www.copingpower.com/). They are available through commercial booksellers:


**Youth Conduct Disorders**


**Other Youth Problems:**
