Instructor: Rebecca Greif, Psy.D.
Email: rebecca.greif@mssm.edu
Phone: 201-394-8769

Class Details:
Classroom: ARC building, Room 203
Class Time: Monday, 9am-11:45am

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.

Learning Goals for the course 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 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 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 or (2) applying CBT strategies to a case you are currently treating at an external practicum. Class time will include a combination of lectures, role-plays, student case presentations, and discussion of relevant literature.

- An important part of class will be to integrate the didactic curriculum with experiential lessons one is learning in GSAPP and external practica. Time will be reserved each class to help students integrate practice and didactic learning.

Grading:
Your grade will be based on the following elements:
1. 40% Homework Assignments
2. 50% Final Treatment Case Write-up
3. 10% Attendance and class participation.

READINGS/COURSE PRESENTATION:
Readings are expected to be read for the class in which they’re listed. The course focuses on training in clinical competence, so this relies on knowing the literature base. Class instruction will likely not dissect each reading, but each is necessary to perform the clinical skills adequately.

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.

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.

**ACADEMIC INTEGRITY:**
All Rutgers students should review and adhere to the University principles of academic integrity, available at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

**ACCOMMODATIONS DUE TO DISABILITY:**
If you seek accommodations due to a documented disability, please see the instructor and refer to university guidelines at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/
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 (9/12): Anxiety/Depression Overview, Defining Evidence-based Practice, Measuring Outcomes, Understanding the Psychometrics of Evidence-based Assessment
5. DSM-5 Fact sheets for: Disruptive Mood Dysregulation Disorder, OCD, PTSD, Social Anxiety Disorder

Optional readings:

9/19: NO CLASS

Class 2 (9/26): 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.

Optional readings:

10/3: NO CLASS (ROSH HASHANAH)
Class 3 (10/10): 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 (10/17): Cognitive Techniques, Part II (Intermediate and Core Beliefs)
1. Leahy, Holland &McGinn: Ch 2 (pp. 12-101)
3. Barlow: Ch 7 (Young)

Class 5 (10/24): Behavioral Activation for Depression, Part I
1. Barlow: Ch 9 (Dimidjian et al).

Class 6 (10/31): Behavioral Activation for Depression, Part II
1. Addis & Martell: Ch 2 – 5

Class 7 (11/7): CBT for Panic Disorder
1. Leahy, Holland &McGinn: Ch 3
2. Barlow: Ch 1 (Craske& Barlow)

Optional readings:

Class 8 (11/14): CBT for Social Anxiety Disorder
1. Leahy, Holland &McGinn: Ch 5
2. Barlow: Ch 3 (Heimberg& Magee)

Class 9 (11/21): 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 10 (11/28): CBT for Generalized Anxiety Disorder
1. Leahy, Holland &McGinn: Ch 4
2. Barlow: Ch 6 (Payne et al: Unified protocol)

Class 11 (12/5): ERP for PTSD
Topic: Guest David Yusko will present Foa’s model of PE for PTSD.
1. Barlow: Ch 2 (Monson et al.)

Class 12 (12/12): TBD
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 bookstores:

**Youth Conduct Disorders**


**Other Youth Problems:**