APPLICATIONS OF EVIDENCE-BASED TREATMENTS: ADVANCED SKILLS IN CBT AND RELATED THERAPIES FOR ANXIETY AND DEPRESSION

GSAPP 18:821:555:01       Spring, 2009

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Class Details:
Classroom: A340
Class Time: Friday, 9:30 AM – 12:15

COURSE DESCRIPTION

This course is a continuation of CBT: Application of Skills for the Assessment and Treatment of Anxiety and Depression (18:821:555 Fall). In the previous course, you learned familiarity with common cognitive-behavioral assessment tools, treatment conceptualization and planning, and technique implementation. In this semester, you will gain additional practice at applying these skills in a variety of client populations, including in youth and those with personality disorder and emotion regulation problems. You will also be exposed to extensions of CBT in which empirical support is being documented, including Dialectical Behavior Therapy, Interpersonal Therapy, and Acceptance and Commitment Therapy.

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) watching videotape of cognitive-behavioral treatment sessions, or (3) 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
2. 40% In-class “treatment manual workshop” (weeks 12-15) OR Final Write-up: Due by 5 PM on Friday, 5/1 (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 and to distribute information. To access the site:
1. Login with your NetID at: http://sakai.rutgers.edu/
2. Click tab for 18:821:555 (CBT for Adult Anxiety and Depression)
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 your documents STARTING with your LAST NAME (e.g., “Chu_HW1 outcome table”).
SPRING SEMESTER: COURSE OUTLINE

REQUIRED BOOKS/READINGS

Additional readings are assigned during selected weeks (see below) and assessment measures, forms used in treatment, etc. may be provided for you.

Recommended Reading:

Week 1 (1/23):
Organization: CBT for Generalized Anxiety Disorder
Topic: Syllabus, organizational, and scheduling. Introduction to GAD.
1. Leahy & Holland: Ch 4

CBT for Older Adults (Guest: Dr. Jan Mohlman – 11:00-12:15)
Topic: Attentional control programs, cognitive rehab-facilitated programs.

Week 2 (1/30):
Finish up GAD: Process of CBT
Topic: Review psychotherapy process variables and change mechanisms thought to be active in CBT and related therapies.
5. Assign Change Process HW (use for final write-up)
Week 3 (2/6):
**CBT for Post-Traumatic Stress Disorder – Guest Lecturer: Dr. David Yusko**
Topic: Contemporary conceptualizations and treatment strategies for clients exposed to trauma.
1. Readings TBA.
2.

Week 4 (2/13):
**CBT for Obsessive-Compulsive Disorder**
Topic: Basic diagnostic and phenomenological issues for OCD; Exposure with Response Prevention
1. Barlow, Ch. 4: Franklin and Foa.
2. Assign OCD/Fear Hierarchy Homework (due 2/20 in class).

Week 5 (2/20):
**Dialectical Behavior Therapy: Part 1**
Topic: Overview of DBT, its principles, general strategies, and its application to both Borderline PD and general emotion regulation and management
1. Barlow, Ch 9: Linehan & Dexter-Mazza

Week 6 (2/27):
**DBT: Part 2**
   a. Chapter 5 – 7, p. 38-69
2. Assign DBT HW (due 3/6 in class).

Week 7 (3/6):
**DBT: Part 3**
Topic: Video tapes, demonstrations, and active role plays with specific DBT techniques.
2. [You will also present one of the DBT techniques in class.] – maybe

Week 8 (3/13):
**Acceptance and Commitment Therapy: Part 1**
**Recommended reading:**


**Week of 3/20: No class; spring break.**

**Week 9 (3/27):**

**Acceptance and Commitment Therapy: Part 2**

Topic: Demonstrations and active role plays with specific ACT techniques.

   a. Ch 1 – 5, pp. 1 – 68.

**Recommended Reading:**

   a. Ch 1-3, pp. 1-80.

**Week 10 (4/3):**

**Acceptance and Commitment Therapy: Part 3**

Topic: Demonstrations and active role plays with specific ACT techniques.


2. **Assign ACT HW (due 4/10 in class).**

**Week 11 (4/10):**

**Interpersonal Therapy – Guest Lecturer: Dr. Jami Young**

Topic: Overview of IPT, its efficacy for mood disorders, and application to youth and adults.

1. Barlow, Ch. 7: Bleiberg & Markowitz

**Week 12 (4/17): Student Tx Manual Presentations (or catch up from previous topics)**

1. 3.
2. 4.

**Week 13 (4/24): Student Tx Manual Presentations**

1. 3.
2. 4.

**Week 14 (5/1): Student Tx Manual Presentations**

1. 3.
2. 4.
May 1 @ 5:00 PM: FINAL Write-up Due
Upload to Sakai in the Assignments section

Week 15 (5/8): Student Tx Manual Presentations

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 absences and 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.

TREATMENT MANUAL/RESOURCE WORKSHOP
Students will pair up into groups of 3-4 people to conduct a “workshop” style demonstration of a Treatment Manual, approach, or treatment aid. The aim of this assignment is to give the student experience of running a clinical workshop which will likely be important as you develop professional independence and clinical expertise. It will also prepare you to present workshops at conferences or in-services so you can make big money!

Student groups will select one of the treatment manuals/resources on the attached list and prepare a workshop that will cover a full class. Workshops should give a broad overview of the therapeutic approach, discuss the theoretical background, identify the critical techniques and hypothesized mechanisms, and then choose some critical techniques to demonstrate to the class using active role-plays. The workshops are intended to be active in nature, not strictly didactic, and will get points for planning activities that will involve the whole class!
FINAL WRITE-UP
The final write-up will be determined. Since the workshop can be quite time-intensive, this write-up will be
designed to match the extensiveness of a workshop. It will likely entail a traditional case write-up (like the
first semester) plus some literature review and/or something related to the specific theories taught in this
semester (e.g., DBT, ACT). Details to be provided in class.

EXPERIENTIAL COMPONENT
If you choose to do the workshop, you still have to document your completion of the experiential
component. This will be announced in class, but it will be something relatively simple, such as handing in
an excel outcomes graph where you identify your interventions, a process measure, and outcomes.
Perhaps it might be a table identifying the goals and strategies you have used for your case.

Treatment Resources – Adult

Adult Depression:
Harbinger Publications. (Part of the Best Practices for Therapy: Empirically Based Treatment Protocols
Series).
Jason Aronson.

Panic and Agoraphobia:
University Press.

Generalized Anxiety Disorder:
Unpublished manual.
Press.
San Antonio: Psychological Corporation.

Social Anxiety:
Corp.

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!)

**Youth Conduct Disorders**

**Other Youth Problems:**
