Cognitive Behavioral Assessment  
GSAPP, Course # 18:820:635:01  
Fall 2009 – Spring 2010

Instructor  
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Course time and location:  
Wednesday 9:15am - 12:00pm  
Room A317, GSAPP, Busch Campus

COURSE DESCRIPTION
This course will provide a didactic and experiential introduction to cognitive behavioral assessment, case formulation, and treatment planning for adult disorders. The use of evidence-based assessment and treatment strategies will be emphasized. This course will directly follow the GSAPP course, Theoretical Foundations: Cognitive Behavioral, and will incorporate some of the same material and readings to maximize cohesiveness and learning.

During the course of the 15 week class, all students will conduct an intake assessment, usually 1-3 sessions, of an adult patient at the GSAPP clinic, write up brief clinic notes highlighting level of risk and status summary after each session, and also complete a more in-depth intake summary (including CBT case conceptualization and treatment plan) for the course requirements. More information about format of the intake summary will be provided halfway through the course. Assessments and cases will be discussed in class, in addition to your group CBT supervision.

An emphasis will be placed on idiographic assessment and formulation that best matches the needs of the specific individual seeking treatment. As such, with the exception of a few standard measures, discussion of specific assessment measures will be predominantly guided by individual cases that you and your classmates are treating. Clinical examples will be used to guide the discussion within each particular topic listed below. There will be considerable flexibility regarding readings and topics, while also maintaining the structure of the overall course.

The majority of the course will focus on teaching students to systematically assess clients and implement cognitive behavioral treatment interventions. Clinical application is the primary focus of the course and clinical demonstrations will be emphasized.

Course Objectives:  
* Students will become familiar with several theories, techniques, and strategies that form the basis of most CBT approaches.  
* Students will gain knowledge and experience with psychological assessments that are consistent with a CBT framework.  
* Students will learn skills in clinical case formulation from a CBT standpoint.
REQUIRED READINGS

(note: either the 1999 or 2002 paperback versions of the book are acceptable)

Other required readings, in the form of journal or media articles, will be made available via Sakai.

RECOMMENDED READINGS (especially if content pertains to your specific clinical case)


TO PURCHASE BOOKS: directly from Guilford (50% student discount applicable during certain time periods): http://www.guilford.com Guilford Tel: (800) 365-7006 or www.amazon.com or Rutgers Bookstore

ASSIGNMENTS
1. Complete a blue case request form in the clinic within one week of the course start so that a CBT case will be assigned to you.
2. Conduct a CBT intake assessment for an adult patient at the GSAPP clinic. Assessment will be recorded and may be viewed by the instructor or within class.
3. Write a more in-depth intake summary, case conceptualization, and treatment planning paper for course requirements.
4. Participate in class and outside-of-class assignments and exercises, including role-plays, as they relate to assessments, strategies, and techniques covered in the course material.
5. Present your intake case in class. These brief presentations will be used to illustrate various adult disorders, assessments, case conceptualizations, and treatment planning as we progress through the semester.

Grade:
30% Class attendance and participation
50% Assessment summary paper, including case conceptualization and treatment planning
20% Class presentation and practice assignments

SCHEDULE OF READINGS AND ACTIVITIES (subject to change)

October 7th  
Overview


Persons, Chapter 1-4 (review from Theoretical Foundations course)
**October 14th**  
**Intake Assessment I: The CBT first session**  
Persons, Chapter 5

**October 21st**  
**Intake Assessment II: Developing and assessing a problem list**  
Persons, Chapter 5


**October 28th**  
**Functional Analysis**  

DBT Chain Analysis Worksheets

**Nov 4th & 11th**  
**The Role of Diagnoses in CBT Formulation**

**Interview Based Assessment of Axis I Disorders: SCID-I, HAM-D, ADIS**

**Self-Report Assessment of Axis I Disorders: BDI, BAI, BHI, DASS-21, etc**


**November 18th**  
**Assessment of Axis II Disorders: SCID-II**


November 25th  No class (Thanksgiving eve) – make up is December 16th

December 2nd  CBT Case Formulation I: Identifying goals and treatment targets
               Persons, Chapter 6

December 9th  CBT Case Formulation II: Developing a treatment plan
               Persons, Chapter 7

December 16th  Ongoing Assessment Strategies: Outcome Monitoring
               Persons, Chapter 9

WINTER BREAK

January 20th  Update on CBT Cases: Case Presentations
               Persons, Chapter 10
               All students are expected to provide an 8-10 minute presentation on CBT
               assessment and case formulation for their individual client.

January 27th  Advanced Topics in Behaviorism: Contingencies
               Pryor, Chapters 1-4

February 3rd  Advanced Topics in Cognitive Theory: Mindfulness-Based Cognitive
               Therapy
               Barnhofer, T., Crane, C., Hargus, E., Amarasinghe, M., Winder, R., & Williams,
               J.M.G. (2009). Mindfulness-based cognitive therapy as a treatment for chronic
               Letting go: Mindfulness and negative automatic thinking. *Cognitive Therapy and
               Research, 32*, 758-774.
               Kumar, S., Feldman, G., & Hayes, A. (2008). Changes in mindfulness and
               emotion regulation in an exposure-based cognitive therapy for depression.
               *Cognitive Therapy and Research, 32*, 734-744.

February 10th  Advanced Topics in Emotion Theory: Exposure
               Foa, E. B., & Kozak, M. J. (1986). Emotional processing of fear: Exposure to


**February 17th**  
**Strengths and Weaknesses of the CBT Case Formulation Approach**

Readings TBD

Students are expected to provide a 3-5 minute final update on their case, if applicable.

**Additional Resources in CBT and Evidence Based Treatments**

Website: [www.psychologicaltreatments.org](http://www.psychologicaltreatments.org)

Up-to-date information, provided by the Society of Clinical Psychology, on evidence-based psychological treatments, including exhaustive reference lists.

I strongly suggest you consider joining two organizations.

**Society for a Science of Clinical Psychology (SSCP) Section III of APA’s Division 12**

It is easy and inexpensive to join this group as a student member and you do not need to be a member of APA. There is a listserv for all members and a separate one for students. The general listserv has for several years been a forum for lively debate among both senior clinical/counseling psychologists and graduate students, though most of the exchanges tend to be among senior scientists. The opportunity to eavesdrop on the current thinking of some people whose names you will be encountering this semester and throughout your graduate career and thereafter is an incredible opportunity. Go to their website for more info: [www.bsos.umd.edu/sscp/](http://www.bsos.umd.edu/sscp/)

**Association for Behavioral and Cognitive Therapies (ABCT)**

Despite the name of the organization, it is much more than a group enthusiastic about cognitive behavior therapy. Rather, it is an organization of empirically minded scientist-professionals who have, for over 35 years, been concerned with establishing a science-based clinical psychology (and psychiatry, social work, and counseling psychology). Furthermore, ABCT is as concerned with the scientific study of psychopathology and assessment as it is with intervention, and as will quickly become evident in our course, behavior therapy encompasses much more than classical and operant conditioning. ABCT is a very student friendly organization and the conference is a great mix of clinically oriented workshop and scientific presentations. Information on student membership in ABCT is available on the organization’s website, [www.abct.org](http://www.abct.org). The 2009 convention will be nearby in New York City November 19-22.