

Syllabus  
Cognitive-Behavioral Therapy  
PSYC 5103 Sec 201  
Spring 2024

Professor:	David Carlston, Ph.D.	Course #:	PSYC 5103, sec. 201
Office:	113 O'Donohoe	Time:	TR 12:30-1:50pm
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**Textbooks:** Beck, J. (2020). *Cognitive therapy: Basics and beyond* (Third Edition). New York: The Guilford Press. (Required)

Persons, J. B. (2012). *The case formulation approach to Cognitive-Behavior Therapy*. New York: The Guilford Press. (Required).

**Goals:**

The purpose of this course is to provide students with the information and experience required prior to providing cognitive-behavioral therapy under licensed supervision. Given this goal, this course will focus on the following areas:

- 1) Introduction to the cognitive model
- 2) Case conceptualization and treatment planning
- 3) Session structure and management
- 4) Implementation of common cognitive and behavioral techniques

**Student Evaluation:**

*Grades:* Grades will be based on a 300-point scale.

270-300	A
240-269	B
210-239	C
180-209	D
0-179	F

*Examinations:* Three exams will be given during the course. Each exam will be comprised of short answer and essay questions. Each exam will be worth 75 points. The first exam will address case conceptualization. Students will be provided information about a client and will be asked to develop a cognitive behavioral conceptualization based upon the information. The second exam will address general issues related to structuring a session as well as addressing intermediate and core beliefs. The third exam will address the rationale and implementation of a variety of cognitive and behavioral interventions.

*Clinical Experiences:* In order to become comfortable with various aspects of CBT, students will be required to participate in six role-play sessions. *Each student will play the role of the clinician in each of the assigned role-play sessions.* A sample of sessions will be selected for grading. Each clinical experience performance is worth 25 pts.

Session One: *Cognitive Behavioral Assessment*  
Prior to goal oriented treatment, the clinician must obtain information regarding the client's experience such that the clinician can generate a working case conceptualization and appropriate treatment goals/plans. In this session, the clinician will conduct an assessment of the client's experience, focusing on those aspects most related to the presenting problem. The successful clinician will obtain information regarding symptoms across relevant domains while nurturing an empathic therapeutic relationship and establishing the foundation for a cognitive behavioral intervention.

Session Two: *Educating the Client about the Cognitive Model*  
As part of the initial therapy session and often during the intake process, the CBT therapist share with the client details regarding the cognitive model. In this session, the clinician will help the client understand the basic principles and concepts associated with the cognitive model. The successful clinician will use examples that are meaningful to the client to help illustrate important concepts. Furthermore, the successful clinician will appropriately address client concerns and reactions to the model presentation.

Session Three: *Introducing Event-Mood-Thought Record*  
One extremely useful method of identifying patients' maladaptive thoughts is the EMT Record. In this session, the clinician will explain the EMT Record and assign the client to complete the record during the upcoming week. The successful clinician will verify client understanding and maximize the client's likelihood of completing the assignment.

Session Four: *Evaluating Automatic Thoughts*  
During this session, the clinician will use the client's homework to identify maladaptive negative thoughts. Subsequent to identification, the clinician will assist the client to evaluate the accuracy and utility of the identified maladaptive thoughts. The successful clinician will maintain a collaborative therapeutic relationship while assisting clients to challenge thinking patterns.

Sessions Five-Six: *Implementing Cognitive/Behavioral Techniques*  
Each text discusses a variety of cognitive and behavioral techniques. During the final two role-play sessions, clinicians will select a single technique to practice in session. The successful clinician will select a technique that is appropriate to the clinical presentation of the client. Additionally, s/he will implement the selected technique in a clinically enhancing manner.

*Writing Logs:* Students will complete a writing log during their role-play experiences. Writing logs include two types of entries.

Clinician response: Following a role-play session in which the student acts as the therapist, s/he will indicate the purpose of the session, provide a summary of what s/he did to accomplish his/her purpose, describe the client's reactions to session, indicate his/her level of comfort during the session, note any questions/concerns regarding the session, and discuss what the s/he would change we s/he to redo the role-play.

Client response: Following a role-play session in which the student acts as the client, s/he will provide a summary of the session, describe his/her reaction to the session, note questions or concerns regarding the session, and complete the revised HAQ-II.

### **Attendance:**

Class attendance is required. Each student is allowed three absences without penalty. Each additional absence will result in a 10% reduction in the students' final grade. Students will be responsible for the material they miss when absent. **No late assignments will be accepted.** Students with more than three absences will be dropped from the course with a failing grade.

**Cheating Policy:**

Although cheating does occur on campus, any evidence of cheating (e.g., looking on another's paper, allowing someone to look on your own paper, using an unauthorized memory aide) will result in automatic dismissal from the course with a letter grade of "F" and a referral to the Dean of Students, as cheating is a violation of the university honor code.

**Disability:**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the DSS has been provided.

**Mandated Reporting:**

This information is to inform the student of the limits of confidentiality while enrolled at MSU Texas or any other Texas state school. Due to federal and state law, MSU Texas faculty and staff are required to report key information regarding student welfare. For example, I am required to complete a report for any student who indicates experiencing sexual abuse/misconduct, physical/emotional abuse, domestic violence, stalking, suicidal/homicidal ideation, or related experience. These reports will be sent to the MUS Texas Title IX Department and/or the Dean of Student's office (<https://cm.maxient.com/reporting.php?MSUTexas>).

*Student disclosure may occur via a face-to-face meeting, in-class self-disclosure, email, statement made in a written assignment, etc.* If a student asks a faculty or staff person not to share the information, please note that by law, we have to report and I will report. Please note that as students, you may be aware of classmates/dormmates struggling and can make an incident report at: (<https://cm.maxient.com/reporting.php?MSUTexas>).

**Class Schedule:**

	Class Week	Topics/Readings	Important Dates
1	1/14-1/20	CBT Overview Assessment	Beck: 1-25, 71-86 Persons: 90-125
2	1/21-1/27	Case Conceptualization	Beck: 26-55 Persons: 1-65
3	1/28-2/3	Treatment Planning	Beck: 160-173 Persons: 126-166
4	2/4-2/10	Initial Session	<b>2/6 – Exam #1</b> Beck: 87-116
5	2/11-2/17	General Session Structure	Beck: 174-219 Feb. 12 – Last day to file for May graduation
6	2/18-2/24		<b>2/23 – Videos #1 &amp; #2</b>
7	2/25-3/2	Homework Self-Monitoring	Beck: 135-159 Supplemental Reading
8	3/3-3/9	Identifying Automatic Thoughts EMT Records	Beck: 210-226
9	3/10-3/16	Spring Break	
10	3/17-3/23	Evaluating and Responding to Automatic Thoughts	<b>3/19– Exam #2</b> Beck: 239-272
11	3/24-3/30	Beliefs	Beck: 282-321 3/28 – No class
12	3/31-4/6	Behavioral Activation Contingency Management	<b>4/2 – Video #3 &amp; #4</b> Beck: 117-134 BATD Manual Supplemental Reading
13	4/7-4/13	Relaxation Training	
14	4/14-4/20	Problem Solving Skills Training Expressive Writing	Supplemental Reading
15	4/21-4/27	Termination and Relapse Prevention	Beck: 353-364 Persons: 182-201
16	4/28-5/4	Challenges in CBT	<b>4/30 – Video #5 &amp; #6</b> Beck: 365-376 Persons: 215-231
17	5/5-5/11		<b>5/9 – Final Exam 10:30am-12:30pm</b>