

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA CAMPUS

COGNITIVE BEHAVIORAL THEORIES OF COUNSELING

C7434 – Spring 2007

COURSE SYLLABUS

INSTRUCTORS: Virginia Bennett, Ph.D. and Lou Rappaport, Ph.D.

CLASS HOURS: Saturday and Sunday 09:00-18:15 January 13 and 14; Feb.10 and 11

Weekly online instruction: January 8 – February 28.

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COURSE DESCRIPTION

An overview of cognitive-behavioral theories and research is provided. Major therapeutic modalities as well as their theoretical foundations are presented. There is an emphasis on the acquisition of a broad range of cognitive-behavioral assessment and intervention skills.

COURSE OBJECTIVES

- 1) Obtain a foundation in the theoretical bases of cognitive-behavioral assessment and intervention methods.
- 2) Through regular in-class role-play practice, develop specific assessment and intervention skills utilizing cognitive-behavioral methods.
- 3) Understand fundamental outcome research regarding cognitive-behavioral assessment, treatment and research methods.

COURSE ORGANIZATION

The course will utilize a combination of teaching activities, including lecture, skill demonstration, skill practice, and student presentation. Students will be expected to participate in skill practice through role-playing of practitioner or client roles. This course is "blended" with a weekly online component of instruction and discussion.

COURSE REQUIREMENTS

- 1) **Class Participation:** Students are expected to attend all classes in their entirety. Failure to do so can cause a significant lowering of grade, leading to potentially having to retake the class. Contact the instructors with any questions regarding this.

In the case of an emergency, call the instructor as soon as possible. Class participation also includes reading the chapters of required text prior to each class meeting as indicated on course outline, and from those chapters being prepared to share in class learnings or questions you may have.

- 2) **A two-part class presentation** (with copies distributed to all class members). The first part of the presentation will be of outcome research on the efficacy of cognitive therapy in a specific diagnostic category with a specific population, such as: “Cognitive Therapy with Depression in Male Adolescents.” The area must be approved by the instructor. It will include a total of 3 to 9 representative articles published within the past 5 years. The second part of the presentation will be of a hypothetical client who meets the criteria of the diagnostic category you have chosen. It must be concise, no more than 5 pages, and will include (a) history, presenting complaints, and relevant diagnostic criteria, (b) the role that cognitions played in contributing to the present problem, (c) a recommended treatment plan which includes the cognitive and behavioral changes expected from this intervention, and (d) progress notes from a hypothetical treatment session. This will be discussed further during the first class. **Class presentations will be given during the second weekend of class.**
- 3) **Research Paper:** A written version of the class presentation that covers all items described above. APA Style is required in terms of proper citation of all references. Papers should be approximately 8 -10 pages (not counting cover page and references.) Students need to submit an electronic version of their papers to turnitin.com (instructions as to how to do this will be provided in class the first weekend and will be posted online), and send an electronic version to Dr. Bennett at vbennett@argosyu.edu. More guidelines to writing the paper will be discussed in class and presented online. **Due date for the paper will be Sunday, Feb. 11.**
- 4) **Final Exam:** A multiple-choice test covering the fundamentals of CBT will be given in class on Sunday, Feb. 11.

STUDENT EVALUATION

Criteria for determining a student’s grade will be as follows:

- 1) In Class participation: 25%
- 2) Online participation: 15%
- 3) Class Presentation: 20%
- 4) Research Paper 20%
- 5) Score on final examination: 20%

REQUIRED TEXTS

McMullin, Rian E. (2000). *The new handbook of cognitive therapy Techniques*. New York: W. W. Norton & Company. Read the first six chapters for the first weekend, and entire text by second weekend.

Barlow, D. H. (2001). *Clinical handbook of psychological disorders*. 3rd ed.

NY: Guilford Press. FOR SECOND WEEKEND: Read chapters on Panic Disorder, Agoraphobia, Alcoholism, Generalized Anxiety Disorder, and Depression.

COURSE OUTLINE

FIRST WEEKEND

Saturday class will be taught by Virginia Bennett

Read the first six chapters in McMullin.

Saturday Introduction to Cognitive Theory and Therapy

Morning Overview of Course Objectives, Organization, Requirements, and Grading Criteria

Overview of Conceptual Framework for Cognitive Therapy

Saturday ABCs of CBT: identifying and methods of intervening with beliefs and core schemas

Afternoon Countering techniques.

Sunday class will be taught by Lou Rappaport

Sunday Context and Its Relationship to CBT

Morning The Initial CBT session and its goals

Practice implementing initial CBT session

Sunday Practice in the Treatment of Specific Disorders

Afternoon Anxiety, Depression, Substance Use

COURSE OUTLINE

SECOND WEEKEND

Reading assignments: Finish reading all of McMullin text and the designated chapters in Barlow (see above)

Saturday class will be taught by Virginia Bennett

Saturday Specific CBT techniques: practice and applications

Morning Class Presentations Begin

Saturday

afternoon Practice and Treatment of Specific Disorders

Class Presentations Continue

Sunday class will be taught by Lou Rappaport

Sunday **Practice in Treatment of Specific Disorders**

Morning Substance Use Disorders (continued)

Class Presentations Conclude

Sunday **Practice in Treatment**

Afternoon Systematic Desensitization

Review of cognitive context of course

Final Examination

Review of Final Examination

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the

instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.