

RUTGERS

Graduate School of Applied
and Professional Psychology

Learning Theory and Cognitive Behavioral Foundations
GSAPP, Course # 18:820:507:01
Fall 2022

Instructor

Connie Hoyos Nervi, PsyD
Office: GSAPP, Room A217
E-mail: connie.hoyosnervi@rutgers.edu
Phone: 848-445-7793

Course time and location:

Tuesdays 9:00am – 11:45am
Room: Smithers Rm 200

COURSE OBJECTIVES

The goal of this course will be to introduce students to cognitive-behavioral and learning theories, concepts, principles, and strategies, especially as they apply to psychotherapy. At some point during the semester, you will be assigned a psychotherapy case through GSAPP's Psychological Services Clinic for which you will apply CBT and receive CBT supervision. CBT Supervision groups will be led by a separate instructor and begin in October. This course provides the theoretical background and didactic material needed to begin to become proficient at CBT. Time will be allotted for discussing students' CBT cases (including cases from practica) in relation to coursework. The specific learning goals are:

- To become familiar with several theories, techniques, and strategies that form the basis of most CBT approaches.
- To learn the prerequisite skills for learning how to conceptualize a clinical case formulation from a CBT standpoint.
- To become fluent in generating (from a learning theory perspective and a cognitive theory perspective) explanations of (case formulations of) (case conceptualizations of) (interpretations of) human events, through modeling, rehearsal, and shaping.
- To learn the prerequisite skills for incorporating tools into therapy to evaluate clinical outcomes and progress, including the use of psychometrically valid measures.

REQUIRED READINGS

- 1) Tolin, D.F. (2016). *Doing CBT: A comprehensive guide to working with behaviors, thoughts, and emotions*. New York: Guilford Press.

- 2) Barlow, D. H., et al. (2017). *Unified protocol for transdiagnostic treatment of emotional disorders: Workbook (2nd edition)*. New York: Oxford University Press.
- 3) Persons, J.B. (2008). *The case formulation approach to cognitive-behavior therapy*. New York: Guilford Press.

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

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

Barlow, D.H. (2014). *Clinical Handbook of Psychological Disorders (5th ed.)*. New York: Guilford Press.

Barlow, D. H., et al. (2017). *Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide, 2nd edition*. New York: Oxford University Press.

Beck, J.S. (2011). *Cognitive Therapy: Basics and Beyond, 2nd edition*. New York: Guilford Press.

Pryor, K. (1999 or 2006 edition). *Don't Shoot the Dog*. New York: Bantam Books.

Ramnero, J., & Torneke, N. (2011). *ABCs of human behavior: Behavioral principles for the practicing clinician*. Oakland, CA: New Harbinger Press.

Treatments that Work Series for specific disorder/problem: Oxford University Press [available for free at GSAPP]

GRADES

Grading will be based on:

50% four written assignments (due 9/25; 10/9; 10/23; 11/13)

25% attendance and participation in class discussions

25% final paper

Attendance is important and refers to on-time presence in the classroom as well as “mindful” attention to the course (i.e., no cell phones or computer use). Grades will be affected and credit may not be given if more than two classes are missed (other than for observance of religious holidays). Please contact the instructor before class if you must be absent.

The final paper is a CBT case conceptualization and treatment plan for a CBT client assigned to you in the clinic. The paper is due 12/7 or within two weeks of your fourth session with your client, *whichever comes later*. Because I cannot control the timing of the case assignments, if you haven't completed your final paper by 12/14, you will receive an incomplete in the course until the paper is turned in and graded satisfactorily. This decision has been approved by the faculty at-large and will not reflect poorly on your academic standing.

SCHEDULE OF READINGS AND ACTIVITIES (subject to change)

September 6th Course Overview and Introduction to Cognitive Behavioral Foundations

Groopman, J. (2007, January 29). What's the trouble?: How doctors think. *The New Yorker*, p. 36-41.

Tolin, Chapter 1

September 13th Learning Theory: Behavioral Foundations & Respondent Conditioning

Tolin, Chapters 2 and 4

Persons, Chapter 3

September 20th Learning Theory: Operant Conditioning; Stimulus Control

Tolin, Chapters 8-9

Pryor, Chapter 4 (available on Canvas)

September 27th Behavioral Assessment

Tolin, Chapter 6

Rizvi, S.L., & Ritschel, L.A. (2014). Mastering the art of chain analysis in Dialectical Behavior Therapy. *Cognitive and Behavioral Practice, 21*, 335-349.

OPTIONAL: Yoman, J. (2008). A primer on functional analysis. *Cognitive and Behavioral Practice, 15*, 325-340.

Assignment #1 Due

October 4th CBT Supervision & Cultural Competency

Friedberg, R.D., Gorma, A.A., Beidel, D.C. (2009). Training psychologists for cognitive-behavioral therapy in the raw world: A rubric for supervisors. *Behavior Modification, 33*, 104-123.

Duckworth, M.P. (2009). Cultural awareness and culturally competent practice. In O'Donohue, W.T., & Fisher, J.E. (Eds.), *General principles and empirically supported techniques of cognitive-behavior therapy* (p.63-76). Hoboken, NJ: Wiley.

October 11th Cognitive Foundations

Beck, A. T. (1970). Cognitive therapy: Nature and relation to behavior therapy. *Behavior Therapy, 1*, 184-200.

Tolin, Chapter 3

Persons, Chapter 2

Assignment #2 Due

October 18th From Foundations to Practice: Getting Started in CBT Treatment

Tolin, Part II intro and Chapter 7

October 25th From Foundations to Practice: Beginning Case Formulation

Persons, Chapters 1 – 4 [skim]

Tolin, Chapter 5

Assignment #3 Due

November 1st CBT Treatment Planning: Identifying goals, targets, and developing treatment plan

Persons, Chapters 5-7

November 15th Psychological Measurement of Outcomes: Ongoing Assessment Strategies

Persons, Chapter 9

PLUS: Listen to interview with Michael Lambert www.sscpweb.org/SciPrac

November 22nd Introduction to Cognitive Restructuring

Tolin, Chapters 13-17

Assignment #4 Due

November 29th Exposure Therapy

Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. *Behaviour Research and Therapy*, 58, 10-23.

PLUS: Listen to interview with Michelle Craske www.sscpweb.org/SciPrac

Tolin, Chapter 11

December 6th Transdiagnostic CBT: Unified Protocol for Emotional Disorders I

Barlow et al., Chapters 1-7

December 13th Transdiagnostic CBT: Unified Protocol for Emotional Disorders II

Barlow et al., Chapters 8-14

December 11th Introduction to “Third Wave CBT”: Theoretical Foundations

Hayes, S.C. (2004). Acceptance and Commitment Therapy, relational frame theory, and third wave behavioral and cognitive therapies. *Behavior Therapy, 35*, 639-665.

Kohlenberg, R.J., Hayes, S.C., & Tsai, M. (1993). Radical behavioral psychotherapy: Two contemporary examples. *Clinical Psychology Review, 13*, 579-592.

Rizvi, S.L., Steffel, L.M., Carson Wong, A. (2014). An overview of Dialectical Behavior Therapy for professional psychologists. *Professional Psychology: Research and Practice*.

December 18th Hold date for make-up class, if necessary.

Additional Resources in CBT and Evidence Based Treatments

Website: 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.

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 50 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.

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. Student membership is only \$15/year. Go to their website for more info: www.sscpweb.org/

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. 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 not receive a grade higher than a “C.”** 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. **When a student does miss a class, even with prior approval, the student must arrange for a fellow student to audio-record the class and the absent student must: (a) listen to the audio-recording and (b) submit a summary of the class’s top 2-3 take-home points, connecting them to their own clinical experiences.** This summary (no longer than a page) should be submitted prior to the next class and helps keep everyone on the same page.

Computer use in class: Students are not to use computers for purposes other than note-taking or class-related activities. Students may be asked to leave class if they are identified as using computers for non-class activities.

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/>

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Names and Pronouns: Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.