

RUTGERS

Graduate School of Applied
and Professional Psychology

Learning Theory and Cognitive Behavioral Foundations
GSAPP, Course # 18:820:507:01
Fall 2023

Instructor

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Course time and location:

Tuesdays 8:45am – 11:30am
Room: Psychology Building Rm 306

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) Persons, J.B. (2008). *The case formulation approach to cognitive-behavior therapy*. New York: Guilford Press.
- 3) Other required readings, in the form of journal or media articles, are listed in the syllabus by week and will be available via Canvas.

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

- 1) Barlow, D.H. (2021). *Clinical Handbook of Psychological Disorders (6th ed.)*. New York: Guilford Press.
- 2) Barlow, D. H., et al. (2017). *Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide, 2nd edition*. New York: Oxford University Press.
- 3) Barlow, D. H., et al. (2017). *Unified protocol for transdiagnostic treatment of emotional disorders: Workbook (2nd edition)*. New York: Oxford University Press
- 4) Beck, J.S. (2011). *Cognitive Therapy: Basics and Beyond, 2nd edition*. New York: Guilford Press.
- 5) Chang, E. C., Downey, C. A., Hirsch, J. K., & Yu, E. A. (Eds.). (2018). *Treating depression, anxiety, and stress in ethnic and racial groups: Cognitive behavioral approaches*. American Psychological Association. <https://doi-org.proxy.libraries.rutgers.edu/10.1037/0000091-000>
- 6) Hays, P. A. (2022). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy (4th ed.)*. American Psychological Association.
- 7) Iwamasa G, Hays PA. Culturally Responsive Cognitive Behavior Therapy : Practice and Supervision. Second edition. (Iwamasa G, Hays PA, eds.). American Psychological Association; 2019.
- 8) Pryor, K. (1999 or 2006 edition). *Don't Shoot the Dog*. New York: Bantam Books.
- 9) *Treatments that Work* Series for specific disorder/problem: Oxford University Press

Recommended references:

- 1) APA Division 12 Psychological Treatments: <https://div12.org/treatments/>
- 2) APA Division 53 Society of Clinical and Adolescent Psychology's website: Effective Child Therapy <https://effectivechildtherapy.org/>
- 3) University College London Competency Frameworks
 - a. <https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/competence-frameworks>
 - b. <https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/core/competence-frameworks-2>
 - c. <https://www.ucl.ac.uk/clinical-psychology/competency-maps/cbt-map.html>

GRADES

Grading will be based on:

- 50% written assignments
- 25% attendance and participation in class discussions
- 25% final paper

Attendance is important and refers to in-person, 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 12/5 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 12/5, 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. In some circumstances, student may receive approval to submit a final paper based on a case seen in their practicum setting.

SCHEDULE OF READINGS AND ACTIVITIES (subject to change)

September 12th	<p>Course Overview and Introduction to Cognitive Behavioral Foundations:</p> <ul style="list-style-type: none"> • Groopman, J. (2007, January 29). What’s the trouble?: How doctors think. <i>The New Yorker</i>, p. 36-41. • https://www.npr.org/2007/03/14/8892053/how-doctors-think • O’Sullivan, E. D., & Schofield, S. J. (2018). Cognitive bias in clinical medicine. <i>Journal of the Royal College of Physicians of Edinburgh</i>, 48(3), 225-232. • Tolin, Chapter 1
September 19th	<p>Learning Theory: Behavioral Foundations & Respondent Conditioning</p> <ul style="list-style-type: none"> • Tolin, Chapters 2 and 4 • Persons, Chapter 3 • In class we will watch original video of Dr. John B. Watson, “The Little Albert Experiment”
September 26th	<p>Learning Theory: Operant Conditioning; Stimulus Control</p> <ul style="list-style-type: none"> • Tolin, Chapters 8-9 • Pryor, Chapter 4 (available on Canvas) • In class we will watch original footage of Dr. B.F. Skinner’s “Shaping Experiment”
October 3rd	<p>Cognitive Foundations</p> <ul style="list-style-type: none"> • Tolin, Chapter 3 • Persons, Chapter 2 • Beck AT. The past and future of cognitive therapy. <i>J Psychother Pract Res</i>. 1997 Fall;6(4):276-84. PMID: 9292441; PMCID: PMC3330473. • Beck, A. T. (1970). Cognitive therapy: Nature and relation to behavior therapy. <i>Behavior Therapy</i>, 1, 184-200.
October 10th	<p>Behavioral Assessment- Guest Lecture Dr. Liza Pincus Assignment #1 Due</p> <ul style="list-style-type: none"> • Tolin, Chapter 6

	<ul style="list-style-type: none"> Rizvi, S.L., & Ritschel, L.A. (2014). Mastering the art of chain analysis in Dialectical Behavior Therapy. <i>Cognitive and Behavioral Practice, 21</i>, 335-349. In class, we will watch a brief demonstration of Chain Analysis by Dr. Marsha Linehan https://video.alexanderstreet.com/watch/the-evolution-of-psychotherapy-chain-analysis <p>For further reading: Yoman, J. (2008). A primer on functional analysis. <i>Cognitive and Behavioral Practice, 15</i>, 325-340.</p>
October 17th	<p>CBT Supervision & Cultural Competency Assignment #2 Due</p> <ul style="list-style-type: none"> Wenzel, Amy ; Dobson, Keith S. ; Hays, Pamela A. . (2016). Cognitive behavioral therapy techniques and strategies , (pp. 145-160). Washington, DC, US: American Psychological Association. Duckworth, M.P. (2009). Cultural awareness and culturally competent practice. In O’Donohue, W.T., & Fisher, J.E. (Eds.), <i>General principles and empirically supported techniques of cognitive-behavior therapy</i> (p.63-76). Hoboken, NJ: Wiley. <p>For further reading (optional)</p> <ul style="list-style-type: none"> Interian, A., Diaz-Martinez, A.M. (2007). Considerations for Culturally Competent Cognitive-Behavioral Therapy for Depression With Hispanic Patients. <i>Cognitive and Behavioral Practice, 14</i>, 84-97. Kelly, S. (2019). Cognitive behavior therapy with African Americans. In G. Y. Iwamasa & P. A. Hays (Eds.), <i>Culturally responsive cognitive behavior therapy: Practice and supervision</i> (pp. 105–128). American Psychological Association. https://doi.org/10.1037/0000119-005 CaCBT for Canadians of South Asian Origin Culturally Adapted Cognitive Behavioural Therapy https://www.camh.ca/en/science-and-research/institutes-and-centres/institute-for-mental-health-policy-research/sharing-our-knowledge/culturally-adapted-cognitive-behavioural-therapy Friedberg, R.D., Gorma, A.A., Beidel, D.C. (2009). Training psychologists for cognitive-behavioral therapy in the raw world: A rubric for supervisors. <i>Behavior Modification, 33</i>, 104-123. Iwamasa G, Hays PA, eds. Culturally Responsive Cognitive Behavior Therapy : Practice and Supervision. Second edition. American Psychological Association; 2019. https://bit.ly/3PeLqV8
October 24th	<p>From Foundations to Practice: Getting Started in CBT Treatment Assignment #3 Due</p> <ul style="list-style-type: none"> Tolin, Part II intro and Chapter 7
October 31st	<p>From Foundations to Practice: Beginning Case Formulation</p> <ul style="list-style-type: none"> Persons, Chapters 1 – 4 [skim] Tolin, Chapter 5 Assignment #3 Due
November 7th	<p>CBT Treatment Planning: Identifying goals, targets, and developing treatment plan Persons, Chapters 5-7</p>

	<p>In class we will watch a brief demonstration of a therapy session with Dr. Judy Beck:</p> <p>Beck, J. (2005). <i>Series I: Systems of Psychotherapy, Cognitive Therapy</i>. APA.</p> <p>Psychological Measurement of Outcomes: Ongoing Assessment Strategies</p> <ul style="list-style-type: none"> • Persons, Chapter 9 • PLUS: Listen to interview with Michael Lambert www.sscpweb.org/SciPrac
November 14th	<p>Introduction to Cognitive Restructuring</p> <p>Assignment #4 Due</p> <ul style="list-style-type: none"> • Tolin, Chapters 13-17
November 21st	<p>Exposure Therapy- Guest lecture, Dr. Mark Versella</p> <p>Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. <i>Behaviour Research and Therapy</i>, 58, 10-23. PLUS:</p> <p>Listen to interview with Michelle Craske www.sscpweb.org/SciPrac</p> <p>Tolin, Chapter 11</p>
November 28th	<p>Transdiagnostic CBT: Unified Protocol for Emotional Disorders I</p> <ul style="list-style-type: none"> • Barlow et al., Chapters 1-7
December 5th	<p>Final Paper Due</p> <p>Transdiagnostic CBT: Unified Protocol for Emotional Disorders II</p> <ul style="list-style-type: none"> • Barlow et al., Chapters 8-14
December 12th	<p>Introduction to “Third Wave CBT”: Theoretical Foundations</p> <p>Guest lecturer- Dr. Deirdre Waters</p> <ul style="list-style-type: none"> • Hayes, S.C. (2004). Acceptance and Commitment Therapy, relational frame theory, and third wave behavioral and cognitive therapies. <i>Behavior Therapy</i>, 35, 639-665. • Kohlenberg, R.J., Hayes, S.C., & Tsai, M. (1993). Radical behavioral psychotherapy: Two contemporary examples. <i>Clinical Psychology Review</i>, 13, 579-592. • Rizvi, S.L., Steffel, L.M., Carson Wong, A. (2014). An overview of Dialectical Behavior Therapy for professional psychologists. <i>Professional Psychology: Research and Practice</i>.
December 19th	Hold date for make-up class, if necessary

ATTENDANCE, TARDINESS, & PARTICIPATION

Attendance: It is expected that each student attends **every scheduled class**. If you are unable to attend a class due to illness or will be late, please email me prior to class. Students are excused from class when observing religious holidays, in accordance with Rutgers University policy, however the instructor must be informed of the absence. An excused absence can also occur if the student is ill, and/or the student has been told to quarantine, and/or are experiencing symptoms of any transmittable disease. Please note as per University Policy students must register/report their absence from class Self Reporting Absence System <https://sims.rutgers.edu/ssra/> and students may be asked to verify their absences <https://studentsupport.rutgers.edu/services/absence-and-verification-notice>

Students will be responsible for all material covered during their absence. Credit will be given if no more than 1 class is missed, all written assignments are submitted, and you participate in class presentations and small group discussions. Note: you may need to submit a brief assignment to make

up for a missed class. As psychologists-in-training, it is expected students will schedule activities around their classes, clinical work, supervision and practicum. Please see student handbook: <https://gsapp.rutgers.edu/current-students/student-guidelines-employment> and <https://gsapp.rutgers.edu/current-students/student-handbook-policies-and-procedures>

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.

Competencies Addressed in the Course

Profession-Wide Competencies (PWC)

- 1.3: Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic/occupational functioning.
- 2.3: Conducts self in an ethical manner across professional activities.
- 3.1: Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
- 3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.

- 3.3: Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.
- 4.1: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- 4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness
- 5.1: Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.
- 6.1: Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment.
- 6.2: Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.
- 6.4: Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.
- 6.5: Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.
- 7.2: Identifies and develops evidence-based interventions that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- 7.3: Applies relevant literature and empirically-based principles to clinical decision making.
- 7.4: Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.
- 7.5: Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.
- 10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning.
- 10.3: Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.