COURSE DESCRIPTION

Approximately 25% of the general population suffers from an anxiety disorder at some point in their life. 20% suffer from depression. This course will focus on the clinical application of cognitive and behavioral strategies used to address these disorders with a focus on: (a) values-based goal setting: looking at how the various behavioral approaches help clients assess their quality of life, identify values, and pick goals that move them in that direction, and (b) effective strategies that move them in valued direction (e.g., behavioral activation, exposure, mindfulness, cognitive restructuring).

The learning goals for the course are:
1. Distinguish values from goals and help clients derive each.
2. Build case formulations that are built around individual values and goals and that recognize the individual, local, and systemic factors that support and impede progress.
3. Implement specific CBT treatment strategies to target specific problems and goals.
4. Students will complete some experiential component for the class by incorporating strategies learned to a clinical case they are seeing in a practicum.
5. An important part of class is to integrate the didactic curriculum with experiential lessons one is learning in GSAPP and external practica. Time will be reserved each class to help students integrate practice and didactic learning.

Canvas site:
We will use Canvas to post readings/materials and to submit assignments. To access:
1. Login with your NetID at: http://canvas.rutgers.edu
2. Click Courses tab for 18:821:555:01 CBTAnxietyDepressn
3. All of your readings and other resources are posted under the Modules tab.
4. When you upload assignments, please label your file (using Save As) STARTING with YOUR LAST NAME (e.g., “Vazir_HW1 ADIS writeup.doc”).

ATTENDANCE, TARDINESS, & PARTICIPATION

Classes will be held in-person, on campus, and attendance is expected. Of course, there may be legitimate reasons that call for an absence, including religious holiday, sickness, childcare, attendance at a professional conference, etc. Please notify the instructor at least two weeks ahead of planned absences and make arrangements for making up the class. This will generally include having a classmate record the class and submitting a bullet-pointed summary of its content. In this type of class, many of the topics will build upon each other and will require hearing the discussions in prior classes before moving on to subsequent classes.
WEEKLY READINGS:
Readings are expected to be read for the class in which they’re listed. The course focuses on training in clinical competence, so this relies on knowing the literature base. Class instruction will likely not dissect each reading, but each is necessary to perform the clinical skills adequately.

CLASS GUIDELINES

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. As this is not a formal class, we may have more flexibility than usual, and we may not be able to meet all needs, but we will make every attempt to make reasonable accommodations. Please discuss any needs with the instructor at the start of class. You may also submit a request for accommodations at 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.

GRADED COMPONENTS

Semester Reading Project (40%)  
This will be a dynamically-sized, developmental learning project. See below for list of “Approved clinician manuals.” You will first self-report which of these clinician guides you have read before. Your assignment will then be to acquire and read one more by the end of the semester. You will then write a brief take-home report based on the materials. Read one clinician guide for full credit; read additional guides for extra credit.

Experiential Component (30%)  
As an applications course, one of the assignments will be experiential. To complete this, you will be asked to apply one of the concepts you learn in class (e.g., values clarification, exposure, cognitive restructuring) with a case you are currently seeing. You will then report (written or video) on your experiences. Details of assignment TBA.

Upside Down Class Presentation: multi-cultural treatment adaptations (20%)  
CBT has advanced in many ways. One of the exciting directions is the way in which programs have been tailored to meet the specific needs of marginalized, minoritized, and other cultural-based communities. Your assignment will be to choose one such CBT adaptation and video a 5-10-minute summary of the adaptation and upload it to Canvas. The rest of the class will watch it for HW and we’ll reserve 15 min in class to discuss. Details to be discussed in class.
Attendance and Class Participation (10%)
Credit given for attendance and class participation.

Required Texts

And choose one of these based on age preference:

Semester Reading Project: Approved Clinician Guides
9. Or propose another one to Instructor

Multicultural Treatment Adaptations (Here are some suggestions as starters, but you may choose another area/community that fits any interest of yours or need of current clients). These suggestions are not meant to important any particular community or approach; they’re just offered as examples of types of approaches and resources. Just pick one that involves behavioral therapy, broadly speaking:


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<td>Depression/anhedonia based exposures: activation, sustained effort</td>
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COURSE OUTLINE

Class 1 (1/17):
Values-based Behavioral Therapy: Setting the Context
- Introduction to Values-based framework
- Values self-assessment

Readings:
1. None assigned

Class 2 (1/24):
Defining and Refining Values. Values vs Goals, and Common Traps
- Distinguishing values from goals: focusing on the present and the how
- Values Matrix
- Value Traps

Readings:
1. Hayes et al. (2016), Ch 11
2. Orsillo & Roemer (2012), Ch 9

Class 3 (1/31):
Values across Clinical Contexts/Domains
- Values in Couples work
- Values in Families/Parenting
- Values in Community/Social Activism

Readings:
2. Pok et al (2016), Ch 8

Class 4 (2/7):
Idiographic Assessment Approaches and Case Conceptualization
- Top Problems, Symptoms/Diagnoses, and Values (across behavioral txs)
- Converting Values into Treatment Goals (little g and Big G Goals)
- Cultural Formulation Interview

Readings:
2. Chu & Pimentel, Ch 1
Class 5 (2/14):

Case Formulation and Motivational Techniques

- Cultural Formulation Interview (cont.)
- CBT Case Formulation in a nutshell.
- Treatment Planning
- Motivational interviewing: Decision Analysis

Readings:
2. Chu & Pimentel, Ch 2 (pp. 23-33)

Class 6 (2/21):

Mindfulness/Cognitive Distancing & Behavioral Activation

- Practicing Mindfulness
- Functional Assessment, activity tracking/scheduling

Readings:
1. Orsillo & Roemer (2016): Ch 6-8
2. Chu & Pimentel, Ch 2 (pp. 35-51)

Class 7 (2/28):

Behavioral Activation 2: Cultivating Positivity & Problem solving

- Anti-anhedonic strategies: Cultivating joy, noticing/savoring the positive
- Problem solving

Readings:
1. Craske et al (2022), Ch 5-7
2. Leahy, Holland & McGinn: Ch 9 Behavioral Techniques (405-424),
3. Leahy, Holland & McGinn: Appendix A (Summary of Behavioral Techniques)

Optional (but recommended) readings:

Class 8 (3/6):

Cognitive Techniques: thought tracking, distortions, coping thoughts

- Thought tracking, labeling distortions, coping thoughts
- Intermediate beliefs

Readings:
1. Chu & Pimentel, Ch 2 (pp. 33-36)
2. Leahy, Holland & McGinn: Ch 10 Cognitive Techniques (425-446),
3. Leahy, Holland & McGinn: Appendix B (Summary of Cognitive Techniques)
**ALERT: 3/13: SPRING BREAK**

**Class 9 (3/20):**
**Exposures: Learning theory, structuring exposures, safety behaviors**
- Structuring and implementing exposures
- Safety behaviors

Readings:
1. Chu & Pimentel, Ch 2 (pp. 41-49)

**Class 10 (3/27):**
**Fear-based Exposures: Panic, interoceptive exposures, and specific phobias**
1. Leahy, Holland & McGinn: Ch 3

**Class 11 (4/3):**
**Generalized and Social Anxiety Exposures**
1. Leahy, Holland & McGinn: Ch 4 and 5
   Or Chu & Pimentel, Ch 9 and 10

**Class 12 (4/10):**
**Depression and exposures involving activation, appreciation, and sustained effort**
- Translating exposures/behavioral experiments to depression

Readings:
1. Leahy, Holland & McGinn: Ch 2 Depression
   Or Chu & Pimentel, Ch 6 (Depression)

**Class 13 (4/17):**
**Further practice in mood issues and SI/NSSI**
- Mood issues and managing risk

Readings:
2. Leahy, Holland & McGinn: Ch 2 Depression
   Or Chu & Pimentel, Ch 7 (SI/NSSI)
Class 14 (4/24):
Habit/Ritual Exposures: OCD, tics
  • Exposure based work for exposures/behavioral experiments to depression

  1. Readings: TBD

Class 15 (5/1):
Progress Monitoring and Termination

  1. Chu & Pimentel, Ch 3 (Later Phase and Termination)
Additional critical readings for CBT:

*Cognitive & Behavioral Practice Special Issue (2019), vol 19(1),*


