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RUTGERS

Graduate School of Applied
and Professional Psychology

Learning Theory and Cognitive Behavioral Foundations
GSAPP, Course # 18:820:507:01
Fall 2024

Instructor:

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[pronouns: he/his]
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Class Details:

Classroom: GSAPP A340
Class Time: Tuesday, 8:45 – 11:30 AM
Office Hours: Mon 1-2
<https://BrianChuPhD.youcanbook.me>
Class Discussions & Questions: Please use Canvas
Discussions

Course Assistant: Rahil Kamath

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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 conduct assessment and 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. (2024). [*Doing CBT: A comprehensive guide to working with behaviors, thoughts, and emotions, Second Edition*](#). New York: Guilford Press.
- 2) Leahy, R.L., Holland, S.J., & McGinn (2012). [*Treatment Plans and Interventions for Depression and Anxiety Disorders \(2nd Ed.\)*](#). New York, NY: Guilford.

- 3) Other required readings, in the form of readings or multi-media, are listed in the syllabus by week and will be available via Canvas.

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

- 1) Barlow, D. H., et al. (2017). [*Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide, 2nd edition*](#). New York: Oxford University 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) Beck, J.S. (2011). [*Cognitive Therapy: Basics and Beyond, 2nd edition*](#). New York: Guilford Press.
- 4) 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.
- 5) Hays, P. A. (2022). [*Addressing cultural complexities in practice: Assessment, diagnosis, and therapy \(4th ed.\)*](#). American Psychological Association.
- 6) Chu, B.C. & Pimentel, (2023). [*CBT Treatment Plans and Interventions for Depression and Anxiety Disorders in Youth*](#). Guilford Press.
- 7) Martell, C.R., Dimidjian, S., Herman-Dunn, R. (2022). [*Behavioral Activation for Depression: A Clinician's Guide*](#)
- 8) *Treatments that Work* Series for specific disorder/problem: Oxford University Press

Some great Podcasts and Educational Media

- 1) [Ali Mattu YouTube Channel](#)
- 2) [Psyched to Practice](#) with Ray Christner and Paul Wagner
- 3) [Sanity x ABCT](#) with Jason Duncan
- 4) [Therapists in the Wild](#) with Molly St. Denis and Liza Pincus (GSAPP grads!)

Online 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: case conceptualization and personal change project
- 10% attendance and participation in class discussions
- 40% Experiential component and case write-up

Attendance is important and refers to in-person, on-time presence in the classroom as well as “mindful” attention to the course. Technology should only be used in the service of classroom participation and note-taking. 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 notify the instructor before class for any unexpected absences (e.g.,

illness). Please be in communication with the instructor for any situation that would potentially lead to multiple absences (e.g., chronic illness).

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 12/10 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 12/10, 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.

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.

SCHEDULE OF READINGS AND ACTIVITIES (subject to change)

<p>Class 1 9/3</p>	<p>Course Overview and Introduction to Cognitive Behavioral Foundations:</p> <ul style="list-style-type: none"> • Class overview • What makes CBT and a CBT therapist? • Intro to Case Conceptualization: Viewing life stories through a CBT lens <p>Readings:</p> <ul style="list-style-type: none"> • Tolin, Chapter 1 (pp 1-18). • Badin, E., Alvarez, E., & Chu, B. C. (2020). Cognitive Behavioral Therapy for Child and Adolescent Anxiety: CBT in a Nutshell. In <i>Cognitive Behavioral Therapy in Youth: Tradition and Innovation</i> (pp. 41-71). New York: Humana (Springer). <p>Multimedia (Optional):</p> <ul style="list-style-type: none"> • Ali Mattu, What I wish I knew before I became a psychotherapist (0:11) • Ali Mattu, 6 skills New Therapists must develop to be Effective (0:19) • Psyched to Practice Podcast, What We Wish we knew (0:51)
<p>Class 2 9/10</p>	<p>Case Conceptualization 2</p> <ul style="list-style-type: none"> • Goals and Values: Deciphering what’s important • Incorporating Relationships and Families <p>Readings:</p> <ul style="list-style-type: none"> • Tolin, Chapter 5, Part II, and Chapter 6 (pp. 102-155) • Orsillo & Roemer (2016), Ch 9, <i>Worry Less, Live More: The mindful way through anxiety workbook</i>. Guilford Press. <p>Optional Readings/multi-media:</p> <ul style="list-style-type: none"> • Psyched to Practice Podcast: CBT for Children with Robert Friedberg (46:25) • Psyched to Practice Podcast: Pop-culture metaphors in therapy (Rego, Szuhany, Pimentel) (1:13), • Baucom et al. (2019) Chapter 2, Treating relationship distress and psychopathology in couples: A cognitive-behavioural approach. Routledge. • Friedberg, R. D. (2006). A cognitive-behavioral approach to family therapy. <i>Journal of contemporary psychotherapy</i>, 36, 159-165.
<p>Class 3 9/17</p>	<p>Addressing Local, systemic, and cultural barriers</p> <ul style="list-style-type: none"> • Assessing personal identity and systems factors • ADDRESSING system and Cultural Formulation Interview • Treatment Planning 1 <p>Readings</p> <ul style="list-style-type: none"> • American Psychiatric Association. (2013). <i>Cultural Formulation Interview</i>. • Jarvis, G. E., Kirmayer, L. J., Gómez-Carrillo, A., Aggarwal, N. K., & Lewis-Fernández, R. (2020). Update on the cultural formulation interview. <i>Focus</i>, 18(1), 40-46. • Wenzel, A., Dobson, K. S., & Hays, P. A. (2016). Culturally responsive cognitive behavioral therapy. In A. Wenzel, K. S. Dobson, & P. A. Hays, <i>Cognitive behavioral</i>

	<p><i>therapy techniques and strategies</i> (pp. 145–160). American Psychological Association. https://doi.org/10.1037/14936-008</p> <ul style="list-style-type: none"> Comer, J. S., Georgiadis, C., Schmarcker, K., Chen, D., Coyne, C. A., Gudiño, O. G., ... & Pachankis, J. E. (2024). Reckoning with our past and righting our future: Report from the Behavior Therapy Task Force on Sexual Orientation and Gender Identity/Expression Change Efforts (SOGIECEs). <i>Behavior Therapy</i>. <p>Optional (but recommended over course of class) readings/media:</p> <ul style="list-style-type: none"> Psyched to Practice Podcast: Racism related stress with Ryan Delapp (1:06) Williams, M., Harrison, T., & La Torre, J. T. (under review). Cultural Formulation and Culturally-Adapted Treatments for Depression. Submitted to the <i>APA Handbook for Depression</i>. Interian, A., Diaz-Martinez, A.M. (2007). Considerations for Culturally Competent Cognitive-Behavioral Therapy for Depression With Hispanic Patients. <i>Cognitive and Behavioral Practice</i>, 14, 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 Naeem, F., Khan, N., Sohani, N., Safa, F., Masud, M., Ahmed, S., ... & McKenzie, K. (2024). Culturally Adapted Cognitive Behaviour Therapy (CaCBT) to improve community mental health services for Canadians of South Asian origin: A qualitative study. <i>The Canadian Journal of Psychiatry</i>, 69(1), 54-68. Tolin, Ch 7
<p>Class 4 9/24</p>	<p>Cognitive Foundations and Conceptualization</p> <ul style="list-style-type: none"> Tracking automatic thoughts and labeling thinking traps Cognitive Conceptualization (downward arrow) <p>Readings and Media:</p> <ul style="list-style-type: none"> Tolin, Chapter 3, 14 Sanity Podcast, Case formulation and progress monitoring, Jacqueline Persons (0:58), 5/14/21
<p>Class 5 10/1</p>	<p>HW 1 Due: Case Conceptualization</p> <p>Cognitive Restructuring: Addressing intermediate and core beliefs</p> <ul style="list-style-type: none"> Rules, Attitudes, and Assumptions Core Schema <p>Readings and Media:</p> <ul style="list-style-type: none"> Tolin, Chapter 16 Sanity Podcast, Common pitfalls learning CBT and Socratic questioning, with Scott Waltman (1:31), 10/21/21, (start at 50:00 for Socratic Ques).

<p>Class 6 10/8</p>	<p>Cognitive Defusion, Mindfulness</p> <ul style="list-style-type: none"> • Cognitive Distancing • Focusing on process of thoughts, not content <p>Readings:</p> <ul style="list-style-type: none"> • Tolin, Ch 15 • Orsillo & Roemer (2016): Ch 8, How Mindfulness Can Help <p>Optional Media</p> <ul style="list-style-type: none"> • Therapists in the Wild podcast, Gaining Distance from Thoughts with Cognitive Defusion (0:59),
<p>Class 7 10/15</p>	<p>Behavioral Assessment: Functional Assessment</p> <ul style="list-style-type: none"> • Identifying the functions that maintain our behavior • Pinpointing risk-behavior <p>Reading/Media:</p> <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</i>, 21, 335-349. • Yoman, J. (2008). A primer on functional analysis. <i>Cognitive and Behavioral Practice</i>, 15, 325-340. • Chu & Pimentel (2023), Ch 7. SI, NSSI, and Safety planning. <i>CBT Treatment Plans and Interventions for Depression and Anxiety Disorders in Youth</i>. Guilford Press. • Dr. Marsha Linehan Chain Analysis Demonstration
<p>Class 8 10/22</p>	<p>Learning Theory: Behavioral Foundations & Respondent Conditioning</p> <ul style="list-style-type: none"> • Disorders/problems of negative associations (fears, habits) • Compare and contrast to inhibitory learning model • Interventions: stimulus control <p>Readings:</p> <ul style="list-style-type: none"> • Tolin, Chapters 2, 8,
<p>Class 9 10/29</p>	<p>Learning Theory: Operant Conditioning</p> <ul style="list-style-type: none"> • Shaping behaviors, skills development; Skinner’s “Shaping Experiment” • Reward plans, personal goals, activity scheduling • Intro to Exposures <p>Readings:</p> <ul style="list-style-type: none"> • Tolin, Chapters 9, 10, 11

<p>Class 10 11/5</p>	<p>HW 2 Due: Personal Change Project</p> <p>Fear-based exposures (Changing Expectations)</p> <ul style="list-style-type: none"> • Inhibitory Learning • Class examples and practice <p>Readings/Media:</p> <ul style="list-style-type: none"> • Leahy, Holland & McGinn, Ch 3 (Panic and Agoraphobia), Ch 7 (Specific Phobia) • 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. • Listen to interview with Michelle Craske www.sscpweb.org/SciPrac
<p>Class 11 11/12</p>	<p>Distress and skill-focused exposures</p> <ul style="list-style-type: none"> • Skill development and behavior change in exposures <p>Readings:</p> <ol style="list-style-type: none"> 1. Leahy, Holland & McGinn, Ch 4 (GAD), Ch 5 (Social Anxiety) 2. Tolin, Ch 18 <p>Optional Media:</p> <ul style="list-style-type: none"> • Ali Mattu, Top 9 most harmful habits that keep you anxious (0:07) • Ali Mattu, How to Start Overcoming Anxiety as a Beginner – Step by Step (0:21)
<p>Class 12 11/19</p>	<p>Behavioral Activation and Anti-Inertia Experiments</p> <ul style="list-style-type: none"> • Idiographic functional assessments; values-based action • Effort-based exposures <p>Readings:</p> <ol style="list-style-type: none"> 1. Leahy, Holland & McGinn, Ch 2 (Depression) 2. Dimidjian, S., Barrera, M., Martell, C., Munoz, R.F., & Lewinsohn, P.M. (2011). The origins and current status of behavioral activation treatments for depression. <i>Annual Review of Clinical Psychology</i>, 7, 1-38. <p>Optional Media</p> <ul style="list-style-type: none"> • Therapists in the Wild podcast, Act Opposite to Emotion Urges (0:52), • Ali Mattu video, 5 One-Minute Habits to Beat Depression (0:15)
<p>Class 13 11/26</p>	<p>Flex class</p> <ul style="list-style-type: none"> • Key Skills: Motivational Interviewing, Problem Solving • Case consultation <p>Readings:</p> <ul style="list-style-type: none"> • Tolin, Ch 12 (Behavioral Skills Training)

<p>Class 14 12/3</p>	<p>Emotion and Body Regulation</p> <ul style="list-style-type: none"> • Relaxation • Exercise, diet, sleep (PLEASE skills) • Case consultation <p>Readings:</p> <ol style="list-style-type: none"> 1. Tolin, Ch 4, 17
<p>Class 15 12/10</p>	<p>HW 3 Due: Case write-up</p> <p>Case Conceptualization/Tx Planning Redux.</p>

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.

Discipline-Specific Knowledge (DSK)

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including affective, social, and developmental aspects of behavior.