

**LEARNING THEORY AND COGNITIVE BEHAVIORAL FOUNDATIONS**  
**GSAPP, Course # 18:820:507**  
**Fall 2024**

**Instructor**

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Tuesday 4:45- 7:30 PM  
Room A340, GSAPP, Busch Campus

**COURSE OBJECTIVES**

Introduces students to cognitive behavioral and learning theories, concepts, principles, and strategies, especially as they apply to psychotherapy. Students will become familiarized with several theories, techniques, and strategies that form the basis of most CBT approaches. In addition, they will learn to generate, 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. Finally, case conceptualization skills from a CBT standpoint will be emphasized.

- Students will become familiar with the underlying theory supporting CBT approaches and demonstrate an understanding of common techniques for assessment of symptoms.
- Utilizing this knowledge, students will develop proficiency in applying theory to clinical practice through case conceptualization and behavioral classification.
- Finally, students will be introduced to methods for treatment planning. Emphasis will be placed on the challenges clinicians face related to the setting in which they practice.

**REQUIRED READINGS**

- Required readings, in the form of journal or media articles, will be made available via Sakai.

**RECOMMENDED READINGS:**

- Kendall, P. C. . *Child and Adolescent Therapy Cognitive- Behavioral Procedures (4<sup>th</sup> ed.)*. New York: Guilford Press
- Barlow, D.H. *Clinical Handbook of Psychological Disorders (5<sup>th</sup> ed.)*. New York: Guilford Press.
- Beck, J.S. . *Cognitive Therapy: Basics and Beyond*, 2<sup>nd</sup> edition. New York: Guilford Press.

**GRADES**

30% Attendance and participation in class discussions  
35% Response to Discussion Board Posts (Periodically during semester)  
35% Case Write-Up

Attendance is important and refers to on-time presence in the classroom as well as active participation in class discussions. Please contact the instructor before class if you must be absent.

**Final Case Write-Up:** For this assignment, students will choose a fictional character and will write a brief diagnostic formulation (no more than five pages). This is an opportunity for students to demonstrate their diagnostic and critical thinking in case conceptualization. This should include salient biographical information, presenting symptoms, a brief diagnostic conceptualization, and ideas for treatment planning. This conceptualization and treatment planning should be based in cognitive-behavioral theory with appropriate made-to-readings and class lectures.

### **Additional Resources in CBT and Evidence Based Treatments**

Website: [www.psychologicaltreatments.org](http://www.psychologicaltreatments.org)

Up-to-date information, provided by the Society of Clinical Psychology, on evidence-based psychological treatments, including exhaustive reference lists.

### 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 nearly 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](http://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/](http://www.sscpweb.org/)

### **Statements on Disabilities and Academic Integrity**

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>.

Rutgers' principles of academic integrity can be found here:  
<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>