Instructor:
Brian C. Chu, PhD
[pronouns: he/his]
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Class Details:
Classroom: A317
Class Time: Wednesday, 9:00 – 11:45 AM
Office Hours: By appointment at
https://BrianChuPhD.youcanbook.me

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.

Learning Goals for the course include:
Students will be able to: (1) Identify and choose evidence-based assessment tools to assess anxiety/mood problems in adults, (2) conceptualize a case within a CB framework, (3) implement specific CB treatment strategies to target specific problems and goals, and (4) evaluate treatment outcomes throughout therapy. Students will be exposed to traditional cognitive behavioral techniques/interventions and to newly third-wave treatments, such as, mindfulness and behavioral activation.

Students will complete some experiential component for the class. This may include (1) treating a case using CBT strategies out of the GSAPP outpatient clinic, (2) applying CBT strategies to a case you are currently treating at an external practicum, (3) watching videotape of CBT sessions, or (3) serving as a therapy assistant and watching live therapy sessions through one-way mirror. Class time will include a combination of lectures, role-plays, student case presentations, and discussion of relevant literature.

An important part of class will be 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.

Grading:
Your grade will be based on the following elements:
1. 50% Homework Assignments (upload on Sakai)
2. 35% Final Performance Assessment: In class or video-recorded
3. 5% Completion of experiential component.
4. 10% Attendance and class participation.

Sakai site:
1. We will use Sakai site to distribute resources and submit assignments: http://sakai.rutgers.edu/
2. Click tab for 18:821:555:01 (Adult CBT (555) Fall 2019)
3. If you do not see the tab, follow the directions for “Join a Class Worksite” posted on Sakai.
4. Post any general questions (e.g., about assignments; content-related) to the Forum tool.
5. To upload assignments, go to the ASSIGNMENTS link and upload on the same page where the assignment is assigned.
6. When you upload assignments, please label your file (using Save As) STARTING with YOUR LAST NAME (e.g., “Conklin_HW1 outcome table.doc”).
READINGS/CLASS PRESENTATION:
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.

EXPERIENTIAL COMPONENT/SUPERVISION OF CASES
You have several options for meeting the experiential component of the course (see course description above). If you choose to use a case that you are seeing through another practicum, you must have it approved by the instructor first (the supervisor must be CB-amenable, and you must be able to assess outcomes at regular intervals). If you choose to acquire a new case through the GSAPP clinic, please submit a new case as soon as possible and note that you are seeking a CBT supervisor.

HOMEWORK ASSIGNMENTS
Specific homework assignments will be announced in class. They will be brief and applied in nature. For example, you may be asked to use a technique taught in class and write up a plan for how to integrate this into your ongoing case. Other times you will be asked to prepare an in-class demonstration of a technique learned from the readings or the previous class.

FINAL Performance Assessment [details still TBD]
The final performance assessment will entail your set-up and execution of an exposure exercise for a case whom you are seeing as part of any practicum. Details to be provided in class.

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. Because conferences are an important part of professional development, these may also be excused, but please seek permission from the instructor before any proposed absences. 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.

REQUIRED BOOKS/READINGS

RECOMMENDED BOOK
[You should have been exposed to these books in earlier courses. Readings from these will be listed under “Recommended Readings,” and class instruction will assume your familiarity with these readings]

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FALL SEMESTER: COURSE OUTLINE

Class 1 (9/1):
Models of CBT for Anx/Dep and Case Conceptualization
   J. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), Treatment of disorders in
   evidence-based treatment: An approach to science-informed case conceptualization. Cognitive
   and Behavioral Practice, 22(1), 36-48.

Optional (but recommended) readings:
   Adolescent Anxiety: CBT in a Nutshell. In R. D. Friedberg, & B. Nakamura (Eds.), Traditional and
4. Beck Ch 3: Cog conceptualization, and Appendix A (Case Conceptualization Write-up)
5. Tolin Ch 5: Meaty Conceptualizations
6. Addis & Martell: Ch 1-2

Class 2 (9/11):
Goals setting, treatment planning, and progress monitoring (Monitoring and Feedback Systems,
Psychometrics of Evidence-based Assessment)
2. Lambert, M.J et al. (2003). Is It Time for Clinicians to Routinely Track Patient Outcome? A Meta-
3. Bickman, L. (2008). A measurement feedback system (MFS) is necessary to improve mental
   health outcomes. Journal of the American Academy of Child and Adolescent Psychiatry, 47(10),
   1114-1119
   feedback to clinicians on mental health outcomes of youths: Results of a randomized
5. **Assign Homework: progress monitoring, part 1 [5 pts] (due 9/25)**

Class 3 (9/18):
Behavioral Activation 1: TRAP/TRAC, activity tracking, functional assessment, reward
   Roots. Clinical Psychology: Science and Practice, 8, 255-270.
   current status of behavioral activation treatments for depression. Annual Review of Clinical
   Psychology, 7, 1-38.

Optional (but recommended) readings:
   Clinical Psychology Review, 27, 318-326.
Class 4 (9/25):
Behavioral Activation 2: Problem solving
1. Addis & Martell: Ch 2 – 5
2. Leahy, Holland & McGinn: Ch 9 Behavioral Techniques (405-424),
3. Leahy, Holland & McGinn: Appendix A (Summary of Behavioral Techniques)
4. Assign conceptualization homework [20 pts] (Due 10/9)

Optional (but recommended) readings:

Class 5 (10/2):
Exposures: Learning theory, structuring exposures, safety behaviors

Class 6 (10/9):
Panic and interoceptive exposures
1. Leahy, Holland & McGinn: Ch 3

Class 7 (10/16): [Brian will be away at conference]
PTSD, prolonged exposure, trauma narratives
Topic: Guest David Yusko will present Foa’s model of PE for PTSD.
1. Leahy, Holland & McGinn: Ch 6
Class 8 (10/23):
Social Anxiety and exposures involving confederates
1. Leahy, Holland & McGinn: Ch 5

3. Assign Exposures homework [20 pts] (Due 11/6)

Class 9 (10/30):
Generalized Anxiety, worries, and intrusive thoughts
1. Leahy, Holland & McGinn: Ch 4

Optional (but recommended) readings:

Class 10 (11/6):
Depression and exposures involving activation, appreciation, and sustained effort
1. Chu (pre-press). Ch 7 Depression (pp. 15-21)
2. Leahy, Holland & McGinn: Ch 2 Depression (pp. 16-101)

Class 11 (11/13):
Cognitive Techniques: thought tracking, distortions, coping thoughts
1. Leahy, Holland & McGinn: Ch 10 Cognitive Techniques (425-446),
2. Leahy, Holland & McGinn: Appendix B (Summary of Cognitive Techniques)
3. Beck: Ch 9 -12 (Identifying and responding to automatic thoughts)

11/20: ALERT!! No Class for ABCT

Class 12 (11/27):
Cognitive Techniques: Intermediate and core beliefs, CT-based exposures
1. Beck: Ch 13-14 (responding to intermediate and core beliefs).

2. Assign Homework: progress monitoring, part 2 [5 pts] (due 12/11)

Class 13 (12/4):
Integrated CBT exposures
1. No readings
FINAL Performance Assessment Due: conducted in class on 12/11 and 12/18?

Class 14 (12/11 and/or 12/18): In-class Performance Assessment

Additional critical readings for CBT:

_Cognitive & Behavioral Practice Special Issue (2019), vol 19(1)._
