
Credits: 3
Level: Graduate
Tuesdays 9:00-11:45AM
Smithers 219

Instructor: Peter J. Economou, Ph.D., ABPP
Office: Smithers Hall 207C
Phone: 848-445-9395
E-mail: peter.economou@rutgers.edu
Office Hours: Mondays, Tuesdays and Thursdays 12-130, and by appointment.
The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state’s system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey’s citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state’s businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university’s mission reinforces and supports the other two.
As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.
Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:
1. Academic excellence in preparing students for careers in clinical and school psychology.
2. Commitment to social justice and helping underserved populations.
3. Diversity of students trained, approaches used, theoretical orientations followed, and populations served.
4. Knowledge generation and dissemination using contemporary research approaches.

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 the clinic for which you will apply CBT and receive CBT supervision. 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 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 learning how to conceptualize a clinical case formulation from a CBT standpoint.

* To learn the prerequisite skills for incorporating tools into therapy in order to evaluate clinical outcomes and progress, including the use of psychometrically valid measures.

REQUIRED READINGS


Other required readings, in the form of journal or media articles, will be made available via Sakai.
RECOMMENDED READINGS (especially if content pertains to your specific clinical case)


Treatments that Work Series for specific disorder/problem: Oxford University Press [available for free at GSAPP]

GRADES
Grading will be based on:
50% four written assignments (due 9/24; 10/8; 10/22; 11/12)
25% attendance and participation in class discussions
25% final paper

Grades and Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>90-100 (4.0)</td>
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<tr>
<td>B+</td>
<td>Intermediate Grade</td>
<td>87-89 (3.5)</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>80-86 (3.0)</td>
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<tr>
<td>C</td>
<td>Average</td>
<td>70-79 (2.0)</td>
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<td>F</td>
<td>Failure</td>
<td>69 or below (0.0)</td>
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<td>INC</td>
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<td>S</td>
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<td>U</td>
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<tr>
<td>PA</td>
<td>Pass</td>
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<tr>
<td>NC</td>
<td>No credit given</td>
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Attendance is important and refers to 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 12/4 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 12/11, 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.

**SCHEDULE OF READINGS AND ACTIVITIES (subject to change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>September 3rd</strong></td>
<td>Course Overview and Introduction to Cognitive Behavioral Foundations</td>
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<tr>
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<td>Tolin, Chapter 1</td>
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<tr>
<td><strong>September 10th</strong></td>
<td>Learning Theory: Behavioral Foundations &amp; Respondent Conditioning</td>
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<td>Tolin, Chapters 2 and 4</td>
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<td>Persons, Chapter 3</td>
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<tr>
<td><strong>September 17th</strong></td>
<td>Learning Theory: Operant Conditioning; Stimulus Control</td>
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<td>Tolin, Chapters 8-9</td>
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<td></td>
<td>Pryor, Chapter 4 (available on Sakai)</td>
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<td><strong>September 24th</strong></td>
<td>Behavioral Assessment</td>
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<td>Tolin, Chapter 6</td>
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<td><em>Assignment #1 Due</em></td>
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<td><strong>October 1st</strong></td>
<td>CBT Supervision &amp; Cultural Competency</td>
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<td><strong>October 8th</strong></td>
<td>Cognitive Foundations</td>
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Tolin, Chapter 3

Persons, Chapter 2

*Assignment #2 Due*

**October 15**

**From Foundations to Practice: Getting Started in CBT Treatment**

Tolin, Part II intro and Chapter 7

**October 22**

**From Foundations to Practice: Beginning Case Formulation**

Persons, Chapters 1 – 4 [skim]

Tolin, Chapter 5

*Assignment #3 Due*

**October 29**

**CBT Treatment Planning: Identifying goals, targets, and developing treatment plan**

Persons, Chapters 5-7

**November 5**

**Psychological Measurement of Outcomes: Ongoing Assessment Strategies**

Persons, Chapter 9

PLUS: Listen to interview with Michael Lambert www.sscpweb.org/SciPrac

**November 12**

**Introduction to Cognitive Restructuring**

Tolin, Chapters 13-17

*Assignment #4 Due*

**November 19**

**Exposure Therapy**


PLUS: Listen to interview with Michelle Craske www.sscpweb.org/SciPrac
Tolin, Chapter 11

November 26th  Transdiagnostic CBT: Unified Protocol for Emotional Disorders I
Barlow et al., Chapters 1-7

December 3rd  Transdiagnostic CBT: Unified Protocol for Emotional Disorders II
Barlow et al., Chapters 8-14

December 10th  Introduction to “Third Wave CBT”: Theoretical Foundations


December 17th  Hold date for make-up class, if necessary.

**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.

I strongly suggest you consider joining two organizations.

**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 over 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).
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/

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/