Learning Theory and Cognitive Behavioral Foundations
GSAPP, Course # 18:820:507:01
Fall 2021

Instructor
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Course time and location:
Tuesdays 9:00am – 11:45am
Room: Smithers 200 (confirmed)

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. 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 Canvas.

**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 9/28; 10/12; 10/26; 11/16)
25% attendance and participation in class discussions
25% final paper

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 12/7 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 12/14, 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)

September 7th Course Overview and Introduction to Cognitive Behavioral Foundations

Tolin, Chapter 1

**September 14**

**Learning Theory: Behavioral Foundations & Respondent Conditioning**

Tolin, Chapters 2 and 4

Persons, Chapter 3

**September 21**

**Learning Theory: Operant Conditioning; Stimulus Control**

Tolin, Chapters 8-9

Pryor, Chapter 4 (Available on Canvas)

**September 28**

**Behavioral Assessment**

Tolin, Chapter 6


Assignment #1 Due

**October 5**

**CBT Supervision & Cultural Competency**


October 12th  **Cognitive Foundations**


Tolin, Chapter 3

Persons, Chapter 2

**Assignment #2 Due**

October 19th  **From Foundations to Practice: Getting Started in CBT Treatment**

Tolin, Part II intro and Chapter 7

October 26th  **From Foundations to Practice: Beginning Case Formulation**

Persons, Chapters 1 – 4 [skim]

Tolin, Chapter 5

**Assignment #3 Due**

November 2nd  **CBT Treatment Planning: Identifying goals, targets, and developing treatment plan**

Persons, Chapters 5-7

November 9th  **Psychological Measurement of Outcomes: Ongoing Assessment Strategies**

Persons, Chapter 9

PLUS: Listen to interview with Michael Lambert [www.sscpweb.org/SciPrac](http://www.sscpweb.org/SciPrac)

November 16th  **Introduction to Cognitive Restructuring**

Tolin, Chapters 13-17
Assignment #4 Due

November 23rd  Exposure Therapy


PLUS: Listen to interview with Michelle Craske www.sscpweb.org/SciPrac

Tolin, Chapter 11

November 30th  Transdiagnostic CBT: Unified Protocol for Emotional Disorders I

Barlow et al., Chapters 1-7

December 7th  Transdiagnostic CBT: Unified Protocol for Emotional Disorders II

Barlow et al., Chapters 8-14

December 14th  Introduction to “Third Wave CBT”: Theoretical Foundations


December 21st  Hold date for make-up class, if necessary.

Additional Resources in CBT and Evidence Based Treatments
Website: www.psychologicaltreatments.org
Up-to-date information, provided by the Society of Clinical Psychology, on evidence-based psychological treatments, including exhaustive reference lists.
Consider joining the following 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.

**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/

**Mask Requirement:**
In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

Masks should conform to CDC guidelines and should completely cover the nose and mouth:


Each day before you arrive on campus or leave your residence hall (if you reside on campus), you must complete the brief survey on the [My Campus Pass symptom checker](#) self-screening app.

Because of the mask requirement, food will not be allowed during in-person class meetings at GSAPP. Drinks are ok, with the expectation that you will "sip and replace mask." It is expected
that instructors and students wear masks at all times while in the classroom. The Dean's Office knows this is a change in GSAPP norms; we feel it is important to keep our community safe.

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, or if you have been instructed to quarantine or are experiencing symptoms of a transmissible disease. If you will be absent for an excused reason, please let me know ahead of time with your reason. When a student does miss a class, even with prior approval, the student must arrange to make up the material missed.

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.