THEORETICAL FOUNDATIONS OF INTERVENTION: THE COGNITIVE-BEHAVIORAL MODEL
GSAPP, Course # 18:820:504
Fall 2019

Instructor
Hilary Murphy, PhD.
E-mail: Hilary.Murphy@rutgers.edu
Tuesday 4:45- 7:30 PM
Room A317, GSAPP, Busch Campus

COURSE OBJECTIVES
An introduction to the theoretical foundations of the cognitive-behavioral paradigm for understanding human action. Included are the paradigm's behavioral roots in learning theory as well as a focus on emotional theory and its relationship to cognitive processing. This class will include a historical view of early theories on emotion and learning including cognitive processing, memory, and decision making and the impact these concepts have had on the development of current cognitive-behavioral therapy. A review of recent theories which have expanded upon the traditional cognitive-behavioral model will also be included. Cognitive-behavioral concepts will be applied to the conceptualization and formulation of case examples presented in multiple environments (e.g., clinics and schools).

• Students will become familiar with the underlying theory supporting CBT approaches and demonstrate an understanding of common techniques for assessment of symptoms. This includes a working knowledge of the origins and development of major concepts within these theories.
• Utilizing this knowledge, students will develop proficiency in applying theory to clinical practice though case conceptualization and behavioral classification.
• Finally, students will be introduced to methods for treatment planning. Emphasis will be placed on the unique challenges clinicians face related to the setting in which they practice.
• Students will apply relevant literature and empirically-based principles reviewed in class to clinical decision making using case examples.

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

RECOMMENDED READINGS:
• Treatments that Work Series Oxford University Press
GRADES
30% Attendance and participation in class discussions
35% Midterm Case Conceptualization
35% Final 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.

Midterm Case Conceptualization: Students will be presented with a vignette of a clinical case and will be asked to identify the treatment modality which they feel best fits the client presentation including a brief reflection on why this would be most appropriate.

Final Case Write-Up: For this assignment, students will be presented with a vignette depicting a fictional character and working in groups, will formulate a brief diagnostic outlining presenting concerns and will use this information to identify potential treatments covered during class. Acting as a treatment team, students will discuss this case with the class and review their reasoning for choosing the identified therapeutic orientation. 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.

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>1 9/3</td>
<td>Introduction &amp; Emotional Theory</td>
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<tr>
<td>2 9/10</td>
<td>Cognitive &amp; Learning Theory</td>
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<td>3 9/17</td>
<td>Anxiety, Trauma, &amp; PTSD</td>
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<td>4 9/24</td>
<td>Depression Conceptualization &amp; Treatment Protocols</td>
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<td>5 10/1</td>
<td>Suicidality &amp; DBT</td>
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<td>6 10/8</td>
<td>Behavioral Dysregulation &amp; Mode Deactivation Therapy</td>
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<td>Midterm Due</td>
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<td>7 10/15</td>
<td>Eating Disorders and Acceptance and Enhanced CBT</td>
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<td>8 10/22</td>
<td>Acceptance and Commitment Therapy</td>
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<td>9 10/29</td>
<td>Ethical Issues in CBT</td>
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<td>10 11/5</td>
<td>TBD</td>
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<td>Final Due</td>
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**Statements on Disabilities:** Rutgers University welcomes students with disabilities into all 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.

**Respect for Diversity:** Rutgers University welcomes students from diverse backgrounds and perspectives and it is my intent that these students feel supported and be well-served by this course. 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. Further, it is my intent to create a learning environment wherein students’ learning needs are addressed and that diverse worldviews and perspectives brought to class discussions are viewed as a resource for learning. Your suggestions to cultivate this environment are encouraged and appreciated.

**Names and Pronouns:** Class rosters are provided to the instructor with the student’s legal name. However, I will gladly honor student requests to be addressed by an alternate name or preferred pronoun. Please advise me of this preference at your convenience so that I may make appropriate changes to my records.

**Statement on Academic Integrity:** The University’s academic integrity policy, to which this class will adhere, can be reviewed at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

**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.

**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.

**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/