COURSE DESCRIPTION

Approximately 25% of the general population suffers from an anxiety disorder at some point in their life. 20% suffer from depression. Underserved groups are disproportionately affected by anxiety and depression. This course will focus on the clinical application of cognitive and behavioral strategies used to address these disorders, with a focus on reaching in-need groups.

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, ACT, 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. 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.

CANVAS SITE: We will use Canvas site to distribute resources and submit assignments http://canvas.rutgers.edu/ Click tab for 18:821:555:01 (Adult CBT (555) Fall 2021). To upload assignments, go to the ASSIGNMENTS link and upload on the same page where the assignment is assigned

GRADING:
Your grade will be based on the following elements:
1. 40% Homework Assignments (10pts each)
2. 20% Reading Reflections (10pts: 2 pts each) and Class Participation (5pts)
3. 10% Completion of experiential component (i.e., Case presentation)
4. 35% Final Treatment Case Write-up: Due by 5 PM on Friday, 12/8.

HOMEWORK ASSIGNMENTS (40%): 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. Four assignments at 10 points each = 40 points.

READING REFLECTIONS AND PARTICIPATION (15%): Readings are expected to be read for the class in which they’re listed. You will post 5 reading reflections throughout the course, for any week you desire. Reading reflections must be completed by 9am the day before class. This will include a paragraph of
reflection of your choice. 5 reflections at 2pts each = 10pts. Class participation is also key to learning new skills, and, considerations for the pandemic will of course be made = 5pts.

EXPERIENTIAL COMPONENT/CASE PRESENTATION (10%): You have several options for meeting the experiential component of the course. 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. You will be giving a 10 minute grand rounds-style case presentation to the class; we will assign dates for these case presentations in the first class. = 10 pts.

FINAL TREATMENT CASE WRITE-UP (35%): The case write-up will include a brief diagnostic summary, conceptualization of the client’s problems, description of course of treatment, and outline outcome assessment. Details to be provided in class. = 35pts.

ATTENDANCE: If you are told to quarantine or are experiencing symptoms of any transmittable disease, please remain at home and do not attend the in-person class. No documentation is required. If you are well enough to attend virtually, Kristen or a fellow student can Zoom you in to the class. If you are not, please submit a reading reflection for the missed class to Kristen via email by the end of the semester (this is ON TOP OF your other 5 reading reflections), review class materials on your own, and ask the instructor about any additional missed class material or assignments. Only students who must be absent for an extended period of time (over one week) will be referred to the Dean of Students for support. If you are an international student who will not be able to attend in-person class because you only started your vaccine regimen immediately before the semester, please email me to arrange connecting via Zoom to class. In case of instructor quarantine or illness, class will be held remotely via Zoom.

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse, without penalty, students who are absent from class because of religious observance and to allow the makeup of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

MASKS: 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: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

CLASSROOM CULTURE: 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, that the diversity that the students bring to this class be viewed as a resource, strength and benefit, and that all diversity of our clients be discussed and addressed with thoughtfulness and compassion. 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. I have implicit biases and blind spots, and while it should not be your job to correct these, your feedback and suggestions about how to make this class more compassionate and accessible are encouraged and appreciated, and can be provided during office hours, via email, anonymously via note under my office door or via this Qualtrics survey: https://rutgers.ca1.qualtrics.com/jfe/form/SV_eA3g52KvbZt81rT . SIRS feedback will also be collected and incorporated at midway and the end of the semester.

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 (https://webapps.rutgers.edu/student-ods/forms/registration).

The University’s academic integrity policy, to which this class will adhere, can be reviewed at: http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/

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 pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Wellness resources on campus can be found at success.rutgers.edu

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**FALL SEMESTER: COURSE OUTLINE**

**REQUIRED BOOKS:**

**RECOMMENDED BOOKS**
[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]


*Relevant readings will be added to Canvas*

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**Class 1 (9/1): Models of CBT for Anx/Dep and Case Conceptualization**

**Key readings (to do after Class 1):**


**Optional (but recommended) readings:**


3. Beck Ch 3: Cog conceptualization, and Appendix A (Case Conceptualization Write-up)

4. Tolin Ch 5: Meaty Conceptualizations

5. Addis & Martell: Ch 1-2

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**Class 2 (9/8):**

**Goals setting, treatment planning, and progress monitoring (Monitoring and Feedback Systems, Psychometrics of Evidence-based Assessment)**

**Topic:** Finish case conceptualization practice and do progress monitoring


5. **Assign Homework: Progress monitoring [HW1] (due 9/22)**

**Optional (but recommended) readings:**


**Class 3 (9/15): Cognitive Techniques, part I (Automatic Thoughts)**

*If accommodations are needed for Yom Kippur, please let me know. Easy fasting.*

1. Beck: Ch 6 – 12 (pp. 75 - 192)
2. Leahy, Holland & McGinn: Ch 10 Cognitive Techniques (425-446),
3. Leahy, Holland & McGinn: Appendix B (Summary of Cognitive Techniques)

**Class 4 (9/22): Cognitive Techniques, Part II (Intermediate and Core Beliefs)**

*Asynchronous: Kristen facilitating CTTS: No in person component this week: View recording of lecture on Canvas; bring questions to class on 9/29.*

*If you need additional accommodations for Sukkot, please let me know*

1. Leahy, Holland & McGinn: Ch 2 Depression (pp. 16-101)

*Optional (but recommended) readings:*

4. Barlow: Ch 7 (Young)

6. **Assign conceptualization homework [HW2] [20 pts] (Due 10/6)**

**Class 5 (9/29): Behavioral Activation for Depression, Part I**

1. Leahy, Holland & McGinn: Ch 9 Behavioral Techniques (405-424),
2. Leahy, Holland & McGinn: Appendix A (Summary of Behavioral Techniques)

*Optional (but recommended) readings:*

5. Barlow: Ch 9 (Dimidjian et al).

**Class 6 (10/6): Behavioral Activation for Depression, Part II**

1. Addis & Martell: Ch 2 – 5
3. Assign BA Homework [HW3] (Due 10/20)

Optional (but recommended) readings:

Class 7 (10/13): CBT for Panic Disorder; Theoretical foundation of in vivo Exposures
If anyone needs accommodations for Milad un Nabi, please let me know
1. Leahy, Holland & McGinn: Ch 3

Optional (but recommended) readings:
2. Barlow: Ch 1 (Craske & Barlow)

Class 8 (10/20): CBT for Social Anxiety Disorder, Generalized Anxiety Disorder
1. Leahy, Holland & McGinn: Ch 4-5

Optional (but recommended) readings:
4. Barlow: Ch 3 (Heimberg & Magee)
5. Barlow: Ch 6 (Payne et al: Unified protocol)

Class 9 (10/27): ERP for PTSD
1. Leahy, Holland & McGinn: Ch 6

Optional (but recommended) readings:
7. Barlow: Ch 2 (Monson et al.)

Class 10 (11/3): Exposure & Response Prevention for OCD; extra Exposure practice
Topic: Basic diagnostic and phenomenological issues for OCD; Exposure with Response Prevention
1. Leahy, Holland & McGinn: Ch 8

Optional (but recommended) readings:
3. Barlow: Ch. 4 (Franklin and Foa)

Class 11 (11/10): CBT for Insomnia

Optional (but recommended) readings:

Class 12 (11/17): Intepersonal Psychotherapy, CBT Adaptations for Special Populations
Topic: Learn tenets of IPT, how IPT can be used to tailor CBT and lead to cultural humility

Optional (but recommended) readings:
1. Barlow: Ch. 4 (Franklin and Foa)

11/24: NO CLASS FOR THANKSGIVING

Class 13 (12/1): Acceptance and Commitment Therapy I; Case presentations

Recommended reading:
3. Barlow, Ch 5 (Roemer & Orsillo)

5. Assign ACT HW4 (Due 12/15).

Wednesday, December 8 @ 5:00 PM: FINAL Case Write-up Due
Upload completed assignment on Canvas.

Class 14 (12/8): Acceptance and Commitment Therapy II: Case presentations
If anyone needs accommodations for Hannukah, please let me know
Topic: Demonstrations and active role plays with specific ACT techniques.
1. Hayes. (2005). Get out of your mind and into your life:

Recommended Reading:
a. Ch 1-3, pp. 1-80.

Class 15 (12/15): TBD