

**Strategies in CBT (16:830:553:01)**  
**Fall Semester, 2019**

**Instructor:** Dr. Samantha Farris  
**Office:** Tillett 421  
**E-mail:** samantha.farris@rutgers.edu  
**Day/Time:** Mondays 8:40am – 11:40am  
**Location:** Spring St. 204  
**Office Hours:** By Appointment

**Purpose:**

The purpose of this course is to build upon the theoretical knowledge about general clinical skills as well as behavioral, cognitive, and other evidence-based treatments and treatment components that were covered in Theory and Practice of Cognitive Behavior Therapy I and III (16:830:623, 624). This course will provide training to students in core clinical processes of CBT, from a process-based approach. By the end of this course, students should (a) have an understanding of, and ability to effectively employ, various core competencies of CBT in accordance with the empirical evidence; and (b) gain exposure to clinical supervision.

**Learning Objectives:**

In this course, students are expected to learn (a) the rationale for using various psychotherapeutic techniques, (b) understand the effective implementation of these techniques, and (c) practice and gain experience with these skills.

**Required Textbook:**

Hayes, S. C. & Hofmann, S. G. (2018). Process-Based CBT: The Science and Core Clinical Competencies of Cognitive Behavioral Therapy, 1st Edition

*\*[This textbook is consistent with most recent training standards of the Inter-Organization Task Force on Cognitive & Behavioral Psychology Doctoral Education]*

**Other Readings:**

1. Miller, W. R. \* Rollnick, S. (2012). Motivational Interviewing, 3<sup>rd</sup> Edition.
2. Haynes, S. N., O'Brien, W. H. & Kaholokula, J. K. (2011). Behavioral Assessment and Case Formulation.
3. Persons, J. B. (2008). The Case Formulation Approach to Cognitive-Behavior Therapy.

\*\* Articles and other required readings will be made available to students in class or on-line.

**Course Format:**

Course objectives will be met by a combination of lecture/discussion, readings, student-led presentations, role-played practice exercises and experiential discussion, video demonstration of requisite skills, and discussion and review of one group's use of the skills on videotape, and group supervision. Each course session will be split into two sections: Didactics/Training (90mins) and Role Play (90mins). The Didactics/Training portion of class include lecture and demonstration to provide training students in the core clinical competences that make up the bulk of CBT interventions. Students are encouraged to ask questions and actively participate to help deepen understanding of skills and concepts discussed. The Role Play portion of class will be devoted to applied practice, video review, and discussion related to students' application of CBT skills.

**Grades:** The following grade structure will be used.

90 – 100% = A  
85 – 89% = B+  
80 – 84% = B  
75 – 79% = C+  
70 – 74% = C  
60 – 69% = D  
< 60% = F

<b>Attendance/Participation</b>	<b>40 points</b>	<b>=</b>	<b>40</b>
<b>Video Logs</b>	<b>30 points</b>	<b>=</b>	<b>30</b>
<b>Clinical Proficiency Exam</b>	<b>30 points</b>	<b>=</b>	<b><u>30</u></b>
			<b>100</b>

**Attendance and Participation:**

This is a seminar/practical course, not a lecture. The success of this seminar lies in the participation of everyone. Class attendance and participation are required. The skills in this class are learned through modeling, practice, and feedback -- which you can't get if you are not here. Likewise, other students are dependent on you to model, practice, and critique their skills. You are therefore expected to be present and participating at every class, from beginning to end.

**Weekly Role-Play Session:** Each class, you and a classmate will practice your therapy skills in role-play. In groups of two, you will be given a particular therapy scenario based on the therapy technique(s) discussed in class. Each student will take a turn being the therapist and client for about 30 minutes each. Students will be videotape the sessions, and the sessions will be uploaded at the end of class to the Google Drive. Video will be accessible for review in-between class meetings. Good sessions will demonstrate not only the ability to apply the therapeutic techniques, but also the ability to describe the rationale/purpose of the techniques as they relate to the client's presenting problem/case conceptualization. Good sessions will also incorporate your newly mastered basic clinical and interviewing skills.

**Video Review Log:** Students will be expected to watch their video from their role-play for homework each week and make notes about the following: process observations; things you think you did well; areas you would like to improve; questions; and record notable time stamps. You will be expected to complete your logs weekly and turn them in at the end of the semester as part of your final Clinical Qualifying Exam.

**Clinical Proficiency Exam:**

Students will be required to present video segments of their clinical performance their individual role-play sessions as part of 30 minute presentation during an individual meeting with me. Students will be expected to queue video segments of their clinical performance that they feel best demonstrate their abilities throughout the semester. All video homework logs will be turned in at this time. Think of this exam as your 'greatest hits' throughout the semester. You should be able to talk about what you learned, what you would like to improve upon moving forward.

**Cheating and Plagiarism:**

As with all Rutgers University courses, cheating and plagiarism will not be tolerated. Penalties include, but are not limited to, failure in the course, suspension, and permanent expulsion from the university. Consult the Rutgers University Graduate Studies handbook, section on "Academic Honesty".

**Accommodations:**

Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full disability policies and procedures are at <https://ods.rutgers.edu/>.

**Academic Integrity:**

The current academic integrity policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

**Weekly Agenda (Subject to minor changes)**

<b>Week (Date)</b>	<b>Topic</b>
<b>Week #1</b> (September 9)	<b>Introduction; Getting to know your 'patient'</b> Reading: Miller & Rollnick (Part I: What is Motivational Interviewing) **
<b>Week #2</b> (September 16)	<b>Listening, Reflections, Building Empathy</b> Reading: Miller & Rollnick (Part II: Engaging-The Relational Foundation) **
<b>Week #3</b> (September 23)	<b>Interviewing &amp; Motivational Enhancement</b> Reading: Miller & Rollnick (Ch 11 and Ch 20) ** Hayes & Hofmann (Ch. 24)
<b>Week #4</b> (September 30)	<b>Mental Status Exam &amp; SOAP Notes</b> Reading: The Mental Status Examination **
<b>Week #5</b> (October 7)	<b>CBT Overview</b> Reading: Hayes & Hofmann (Ch 1, 3, 4, 5) Hayes & Hofmann (Part II: Ch 6-10) Pearsons (Ch 1: Case Conceptualization) **
<b>Week #6</b> (October 14)	<b>Functional Analysis</b> Reading: Haynes et al. (Ch 2 and 3: Functional Assessment & Diagrams)
<b>Week #7</b> (October 21)	<b>Cognitive Skills I: Core Beliefs &amp; Thinking Errors</b> Reading: Hayes & Hofmann (Ch 21)
<b>Week #8</b> (October 28)	<b>Cognitive Skills II: Cognitive Reappraisal</b> Reading: Hayes & Hofmann (Ch 22)
<b>Week #9</b> (November 4)	<b>Exposure Strategies I: Rationale &amp; Developing hierarchy</b> Reading: Hayes & Hofmann (Ch 18)
<b>Week #10</b> (November 11)	<b>Exposure Strategies II: Exposure practice</b> Reading: Hayes & Hofmann (Ch 18)
<b>Week #11</b> (November 18)	<b>Behavioral Activation:</b> Reading: Hayes & Hofmann (Ch 19)
<b>Week #12</b> (November 25)	<b>Arousal Reduction:</b> (Ch 15) Reading: Hayes & Hofmann (Ch 15)
<b>Week #13</b> (December 2)	<b>*Clinical Qualifying Exam*</b>
<b>Week #14</b> (December 9)	<b>*Clinical Qualifying Exam*</b>