

Theory and Practice of Cognitive Behavioral Therapies

HSCD 601 Spring 2018

Meeting Times

Classroom sessions: Tuesdays, Jan 9 & 23, Feb 13 & 27, Mar 20, Apr 3 & 17, 6-9pm, SJH 250

This is a hybrid course with substantial online assignments and participation between classroom sessions.

Faculty

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Purpose of the Course

Course Description

In this course, students explore cognitive-behavioral therapies (CBTs) and their application to substance use disorders counseling (SUDC) and co-occurring disorders counseling (CODC). Theory, research base and practice are all emphasized. In considering the theoretical base of CBTs, students investigate the research and service gaps in multicultural application of these interventions. The course includes a practice dimension that allows students to advance their skills in using multiple cognitive-behavioral approaches with clients in SUDC and CODC.

Prerequisite: HSCD 600

Competence Statement

Students integrate knowledge of cognitive behavioral therapies into their understanding of substance use and co-occurring disorders service provision, and demonstrate counseling and psychoeducational skills typically utilized in individual counseling.

Learning Objectives

During their participation in this course, students:

- Demonstrate foundational counseling capacities and skills such as empathy, genuineness, immediacy, active listening and reflection
- Integrate theory of and research on CBT into framework for counseling
- Evaluate need for and literature on culturally responsive adaptations of CBTs
- Critique CBT-based practices that are widely applied in SUDC and CODC
- Demonstrate CBT-specific counseling skills and practices
- Apply CBT strategies to self-change efforts

Learning Strategies and Activities

Review of Texts and Scholarly Literature
Presentations and Discussions
Skills Demonstrations
Peer Feedback
Self-Evaluation and Self-Change Efforts
Written Assignments

Texts, Materials, Media and Resources

Textbooks

Beck, Judith (2011) *Cognitive Behavior Therapy: Basics and Beyond, 2e*. New York: Guilford Press [referred to as **Beck** in course materials]
Hayes, Pamela A. and Gayle Y. Iwamasa, eds. (2006) *Culturally Responsive Cognitive Behavioral Therapy: Assessment, Practice, and Supervision*. Washington, DC: American Psychological Association [referred to as **H&I** in course materials]

D2L Brightspace

This course includes classroom, library and online elements. You will make extensive use of D2L throughout the course for a variety of purposes. If you are not conversant with D2L, please see me right away. You can obtain help with D2L from Metro State's Center for Online Learning (COL); for more, see <http://www.metrostate.edu/msweb/explore/col/>.

Additional Reading Assignments and Discussions

Book chapters and journal articles that are required or recommended reading will be posted in D2L. You will also use the forums in D2L for online class discussions on assigned topics.

The following volume complements the Beck textbook and may be a useful addition to your clinical library: Beck, Judith (2011) *Cognitive Therapy for Challenging Problems: What to Do When the Basics Don't Work*. New York: Guilford Press

Video Materials

Required and recommended video materials will be posted on or linked to in D2L.

Library

Building skill in performing research online will be important in each of your graduate classes. The Metropolitan State University Library has many resources, including search engines, collections and instructional videos. For more, see <http://www.metrostate.edu/msweb/resources/library/> or contact our library liaison, Christine Larson (christine.larson@metrostate.edu).

Assignments and Evaluation Criteria

Note: All written assignments are to be submitted in APA format unless otherwise indicated.

Theory-to-Practice Summaries

Each summary encapsulates the key points of assigned readings on the theoretical background and practical application of a cognitive behavioral therapeutic strategy. Practical applications will be directly relevant to SUDC or CODC service provision. Summaries will be graded on accuracy, relevance, clarity and writing skills. A format for the summaries, a handout providing more detail on this assignment and a grading rubric are posted in D2L. Score: 4 summaries x 30 points each = 120 points

Skills Demonstrations

Each classroom session will focus on skills practice. Students will engage in exercises that enhance their foundational therapeutic qualities and demonstrate practical application of CBT. Students will receive informal peer and formal instructor feedback. Score: 40 points per class (instructor feedback) x 6 class sessions = 240 points

Self-Change Project

Each student will undertake a behavior change project that utilizes cognitive behavioral strategies and exercises. Target behaviors will be substantive and current without undue risk of precipitating unmanageable stress or crisis. Students will employ specific strategies and worksheets in facilitating self-change, and will make brief journal entries about their experiences. Journal entries and worksheets will be graded on accurate employment of strategies and worksheets, completeness, and capacity for self-reflection. A handout providing more detail on this assignment and a grading rubric are posted in D2L, and relevant CBT worksheets will be included with journal entry instructions. Score: 20 points per entry x 8 entries = 160 points + 10 points for initial discussion participation = 170 points

Cross-Cultural Applications of CBTs

Each student will present one assigned chapter of H&I's *Culturally Responsive Cognitive Behavioral Therapy*. Each presentation will examine the intersection of cultural norms and cognitive behavioral theory, as well as possible culturally appropriate adaptations of CBT. Presentations will be followed by online discussions. Presentations will be graded on completeness, critical thinking and applicability. A handout providing more detail on this assignment and a grading rubric is posted in D2L. Score: 80 points for presentation + 40 points for discussion participation = 120 points

Online Lectures and Discussions

The term “cognitive behavioral therapy” originally described approaches such as Aaron Beck’s and rested on the cognitive model. Over time, the cognitive model and CBT practices have formed the foundation of a wide variety of therapies used to treat substance use and co-occurring disorders, including specific trauma-informed interventions. Students will be provided with five online lectures via VoiceThread on several of these therapies. Each student is to view each VoiceThread and participate in discussion. Score: 20 points per discussion x 5 discussions = 100 points

Portfolio: Clinical Application of CBT

The portfolio item for this course brings together the theory and practice of CBT as explored throughout the semester. Each student engages in a mock counseling session with the instructor and writes a summative paper on both theoretical and practical considerations. Papers will be graded on accurate representation of existing knowledge and practice, critical thinking, specific clinical and cultural relevance, and writing skills. A handout providing more detail on this assignment and a grading rubric is posted in D2L. Score: 50 points for mock session + 100 points for paper = 150 points

Grading Scheme

Theory-to-Practice Summaries	120 pts
Skills Demonstrations	240 pts
Self-Change Project	170 pts
Cross-Cultural Applications of CBTs	120 pts
Online Lectures and Discussions	100 pts
Clinical Application of CBT	<u>150 pts</u>
Total	900 pts

Determination of final letter grade:

93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
<73	F

The following is Metro State policy for all graduate programs: “To remain in good standing and to be qualified for graduation, you must maintain a cumulative grade point average of at least 3.0. Grades below C do not apply to program requirements, but are calculated in the cumulative grade point average.”

Note that this course makes use of two methods for communication between class sessions.

- *Remind*: The Remind app and www.remind.com are used for text-based communication. The instructor will make every effort to respond to Remind communications before the end of the day they are sent. The link for this course is <https://www.remind.com/join/601sp18/>. This link is also posted in the Announcements section in D2L.
- *VoiceThread*: This online discussion tool is used to answer questions about the course and for online lectures/discussions (see above). The instructor will make every effort to respond to VoiceThread questions within 24 hours (excluding Sundays). Links will be posted in the Announcements section in D2L.

Instructor and Institutional Policies

Policies applicable to all graduate programs can be found at <http://www.metrostate.edu/student/course-info/course-info/graduate-policies-and-procedures>.

Attendance and Participation: In this and all graduate-level classes, attendance and participation are expected for the entirety of every class session. Consider how you might challenge yourself to lean in if you typically sit back, and sit back if you typically lean in. All participation is to demonstrate a high level of respect for your peers, and for the diversity of experiences and perspectives found in the classroom and in D2L. Disagreement and even conflict are expected and can be productive, but must always take place in the context of honoring each other. Doing otherwise, especially repeatedly, will jeopardize your standing in this course and the program.

Focus: Both in class and when studying, you learn better when you reduce distractions. Find study places and times that let you bring your full and sustained attention to your work. You improve your own and others' classroom experience when you arrive before class starts, stay until the end, get up and move around during breaks, and silence and put away your mobile devices. There is to be no use of mobile devices for phone calls, texting, emailing, web browsing, social media posting, etc., during class sessions. Laptops and tablets are appropriate for taking notes; some classroom activities necessitate setting laptops and tablets aside.

Late Assignments: Turning in a paper or other assignment past the due date will result in a loss of 10% of your score per day. For example, if an assignment is turned in three days late, I will score it, then subtract 30% of my score.

Integrity: You don't succeed in this course unless you are doing your own work (regardless of what grade you receive). You're expected to maintain academic integrity in fulfilling all course requirements. Cheating, plagiarizing and other violations of academic integrity are dishonest and unacceptable practices, and consequences for them may include failing an assignment, failing the course, probation, suspension or expulsion from

the program. See the D2L program site for the document entitled “AIP_Student_Guide.” It is Metro State policy that faculty report violations of the academic integrity policy. This course makes use of Turnitin as an originality checker for most assignment submissions.

Diversity and Disability Statement: Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Center for Accessibility Resources to discuss a range of options to removing barriers in the course, including accommodations. The Center for Accessibility Resources is located in New Main, room L223, and can be reached at 651-793-1549 or Accessibility.Resources@metrostate.edu.

Extra Credit: There are no *individual* extra credit options in this course. One extra credit opportunity will be made available to *all* students later in the spring. A handout will be provided in D2L.

Changes to Course Content: This syllabus and the content of the course are subject to change by the instructor. Changes will be announced in class and via email.

Incompletes: An Incomplete will be granted only in cases of extreme hardship (medical or family emergencies) and only if you have already completed most (75-80%) of the coursework. If you are granted an incomplete, all coursework must be completed within an agreed-upon time. In any event, all coursework must be completed by the end of the following semester.

Email: All outgoing email from Metro State, including D2L updates, course announcements, program announcements, reminders, etc., goes to your Metro State email account. For a variety of security reasons, it is Metro State policy that all incoming email from students be sent from Metro State email accounts. Students bear sole responsibility for any email communication that does not get delivered, read or responded to because it is sent from an outside account.

HSCD 601 Spring 2018 Course Schedule

Date	Topics	Assignments
Week 1 Jan 8-14 Classroom Jan 9	Syllabus and Assignment Review Listening	<i>For Week 2</i> Readings: <ul style="list-style-type: none"> • Beck, chs. 1 & 2 • Truax et al. (1966) Assignment due Jan 14: <ul style="list-style-type: none"> • Self-Change Project (SCP) discussion
Week 2 Jan 15-21	Online Lecture/Discussion: Overview of CBT	<i>For Week 3</i> Readings: <ul style="list-style-type: none"> • Beck, chs. 3 & 4 Assignments due Jan 21: <ul style="list-style-type: none"> • VoiceThread (VT) #1: CBT Overview comments • SCP #1 • Theory-to-Practice Summary (TtP) #1
Week 3 Jan 22-28 Classroom Jan 23	The Cognitive Model Cognitive Conceptualization in CBT Reflecting	<i>For Week 4</i> Readings: <ul style="list-style-type: none"> • H&I chs. 1 & 11 Assignment due Jan 28: <ul style="list-style-type: none"> • SCP #2
Week 4 Jan 29-Feb 4	Online Lecture/Discussion: Mindfulness-Based Interventions and Mindfulness-Based Relapse Prevention	<i>For Week 5</i> Readings: <ul style="list-style-type: none"> • Beck, chs. 5 & 7 Assignments due Feb 4: <ul style="list-style-type: none"> • SCP #3 • VT #2: Mindfulness-Based Interventions comments

<p>Week 5 Feb 5-11 (precinct caucuses Feb 6)</p>		<p><i>For Week 6</i> Readings: <ul style="list-style-type: none"> • Beck, ch. 8 • Norcross (2010) Assignments due Feb 11: <ul style="list-style-type: none"> • SCP #4 • TtP #2 </p>
<p>Week 6 Feb 12-18 Classroom Feb 13</p>	<p>The Structure of CBT Sessions Accurate Empathy</p>	<p><i>For Week 7</i> Readings: <ul style="list-style-type: none"> • Beck, chs. 9 & 10 Assignment due Feb 18: <ul style="list-style-type: none"> • SCP #5 </p>
<p>Week 7 Feb 19-25</p>		<p><i>For Week 8</i> Readings: <ul style="list-style-type: none"> • Beck, chs. 11 & 12 Assignments due Feb 25: <ul style="list-style-type: none"> • TtP #3 </p>
<p>Week 8 Feb 26-Mar 3 Classroom Feb 27</p>	<p>Identifying, Evaluating and Responding to Automatic Thoughts in CBT Genuineness and Congruence</p>	<p><i>For Week 9</i> Readings: <ul style="list-style-type: none"> • Beck, chs. 13 & 14 Assignment due Mar 3: <ul style="list-style-type: none"> • Cross-Cultural Applications PPTs </p>
<p>Mar 4-11</p>	<p>Spring Break</p>	
<p>Week 9 Mar 12-18</p>	<p>Online Lecture/Discussion: Dialectical Behavior Therapy and Acceptance and Commitment Therapy</p>	<p><i>For Week 10</i> Readings: <ul style="list-style-type: none"> • Linehan (2014) ch. 1 • Harris (2006) Assignments due Mar 18: <ul style="list-style-type: none"> • TtP #4 • VT #3: DBT and ACT comments • SCP #6 </p>

<p>Week 10 Mar 19-25 Classroom Mar 20</p>	<p>Identifying and Modifying Intermediate and Core Beliefs in CBT Warmth and Positive Regard</p>	<p><i>For Week 11</i> Readings: <ul style="list-style-type: none"> • Weck et al. (2015) • TBD Assignments due Mar 25: <ul style="list-style-type: none"> • SCP #7 </p>
<p>Week 11 Mar 26-Apr 1</p>	<p>Online Lecture/Discussion: Trauma-Informed Care</p>	<p><i>For Week 12</i> Readings: <ul style="list-style-type: none"> • Beck ch. 17 • Kazantzis et al. (2010) Assignments due Apr 1: <ul style="list-style-type: none"> • SCP #8 • VT #4: Trauma-Informed Care comments </p>
<p>Week 12 Apr 2-8 Classroom Apr 3</p>	<p>Homework in CBT Autonomy and Collaboration</p>	<p><i>For Week 13</i> Readings: <ul style="list-style-type: none"> • TBD Assignments due Apr 8: <ul style="list-style-type: none"> • Cross-Cultural Applications discussions: questions on others' presentations </p>
<p>Week 13 Apr 9-15 Mock Counseling Sessions Apr 9-11</p>	<p>Online Lecture/Discussion: CBT Interventions in Trauma-Informed Care</p>	<p><i>For Week 14</i> Reading: <ul style="list-style-type: none"> • Beck, ch. 18 Assignments due Apr 15: <ul style="list-style-type: none"> • VT #6: CBT Interventions in Trauma-Informed Care comments • Cross-Cultural Applications discussions: responses to others' questions on own presentations </p>
<p>Week 14 Apr 16-21 Classroom Apr 17</p>	<p>Termination and Relapse Prevention in CBT Course Completion</p>	<p>Clinical Application of CBT due Apr 29</p>