PSYCHOLOGY 954
COGNITIVE BEHAVIORAL THEORY
SPRING 2015

Professor: Jason Moser, Ph.D.
Office: 110B Psychology Building
Phone: (517) 355-2159
Email: jmoser@msu.edu ** (definitely the best way to reach me)
Office Hours: by appointment

COURSE OVERVIEW: The purpose of this course is to provide students with a foundation in cognitive-behavioral theory and its associated therapeutic techniques — including more recent extensions into mindfulness, acceptance, and commitment procedures. I take a "clinical science" approach to teaching this course, which to me means that I see the science and practice of cognitive-behavioral therapy (CBT) as inextricably linked. Students will learn the theoretical underpinnings and implementation of empirically supported behavioral and cognitive techniques for a range of psychopathology across the lifespan. Students will be exposed to a variety of viewpoints on cognitive-behavioral practice and its public health implications, beginning with historical perspectives.

COURSE OBJECTIVES: The goal is for students to acquire the following knowledge and skills:

1. An understanding of the basic tenets of behavioral and cognitive theories, beginning with historical perspectives;
2. Understanding of the public health impact of CBT;
3. Ability to conceptualize cases from a CBT framework;
4. Knowledge of empirical methods and findings regarding effective CBT interventions for common forms of psychopathology in adults and children;
5. Beginning ability to apply specific procedures of behavioral and cognitive treatment;
6. Ability to distill common principles across techniques and treatment packages;
7. Awareness of the influence of environmental and contextual factors (e.g., culture, ethnicity, gender, sexual orientation) on delivery of CBT procedures;
8. A basic understanding of the CBT approach to supervision

Disclaimer: As it happens with most, if not all, courses, students receive education on a particular topic through the lens of their instructor. This course is no exception. Therefore, I feel it is important that you know a little about my lens. I am a clinical psychophysicologist who specializes in the study and treatment of anxiety (and to a certain extent depression). Therefore, I think about psychological disorders across response systems — subjective experience, physiologic, cognitive, and behavioral. I also think about psychological problems as falling along a continuum from mild to severe with patients falling at the extreme end of the spectrum. My therapeutic orientation is primarily cognitive-behavioral, with a stronger emphasis on the behavioral component. That being said, I am primarily interested in things that work; that is, I’m interested in therapies that have garnered empirical support. I like parsimony and the idea of transdiagnostic protocols, but also see the benefits of specific procedures for specific problems. If you have any questions or concerns about this approach, please feel free to bring them up during class or office hours. Finally, I see this syllabus not as a “contract” per se but rather as a document that we can discuss and modify as meets the needs of us all.

Format: Class meetings will focus on group discussions of readings. To facilitate discussion, students will be responsible for presenting the articles assigned for the first half of the semester. Students can choose how they present the material — e.g., discussion only, white board, powerpoint — but should do so in a way that effectively communicates the material and engages class members in discussion. Each student will be
expected to present twice before spring break. Videos and problem-based learning exercises (role plays; case conceptualizations) will also be used throughout the class to reify the material.

Alytia Levendosky and I will also schedule cross-over events between our two classes — Psychodynamic and Cognitive Behavioral Theory— later in the semester to foster cross-fertilization of concepts and methods. Only Clinical Psych students are expected to attend these classes; however, School Psych students are welcome and encouraged to attend if possible.

Evaluation: Grades will be based on scores on article presentations/class participation, a clinical role-play, an intervention development project, and a final exam.

You will be required to role-play CBT techniques read about and discussed in class starting the March 5th class period. Students will be asked to pair/triple up at the beginning of the semester for these role-plays. Each student group will be assigned one role-play for the term. Students will be expected to carry out 30 minute treatment sessions using materials from one of three sources: 1) manuals provided by the instructor, 2) the Barlow or Weisz & Kazdin texts, or 3) instructor-approved materials identified by students. One student will play the therapist, while the other will play the client – this order should be switched half-way through the role-play so that both students have the chance to play both roles. Role-plays should demonstrate at least one major therapeutic technique (e.g., exposure) and also include time for checking on progress with homework and assigning new homework for the upcoming (hypothetical) week. Before beginning the role-play, students should be sure to provide the context for the audience (e.g., what number therapy session it is, where they are in therapy, etc.). What is appropriate for each context will depend upon the technique(s) being role-played, and thus students are encouraged to discuss their role-plays with the instructor in advance. Role plays can either be conducted live in class or during a previously video-taped session. If you choose to video-tape your role-play, videos will be played during class sessions to stimulate discussion. Time permitting, break-out groups will be formed for the rest of the class to practice the skills presented that day.

The intervention development project is a problem based learning exercise designed to enhance your learning by getting you more intimately involved with a particular subject matter. It will require you to integrate material from different sources, think critically, and be creative. In groups of 4, you will be required to: 1) develop a novel intervention/technique (e.g., happiness training); or 2) apply an existing intervention to a new problem or in a new context (e.g., exposure for substance use disorders); or 3) modify an existing intervention/technique to meet an existing need (e.g., additional exposure sessions for treatment refractory OCD). Your group will present your intervention/technique to the class in powerpoint form. Your powerpoint presentation should include: 1) a solid rationale, 2) a brief demonstration of your intervention/technique (i.e., role play), and 3) methods and materials describing how you would implement and evaluate your novel approach. Presentations will be followed by a feedback and discussion session. All members of each group will be expected to present a part of the presentation and respond to feedback/discussion. Topics must be approved by the instructor ahead of time.

The final exam will be take-home, distributed at the beginning of finals week, and due no later than the end of finals week. This exam will cover material from the entire semester. Students may use any materials they find useful with the exception of other students. Questions will be in essay format and cover a mix of conceptual and practical content, including brief conceptualizations.

Your final grade in this class will be determined as follows:

♦ **Article presentation/Class participation = 20%**
♦ **Role-play = 25%**
♦ **Intervention Development Project = 25%**
♦ **Final exam = 30%**
**Required Texts:**


**Topics and Readings:**

**The past, present, and future of cognitive-behavioral theory and therapy**


**Establishing empirical support for CBT and its underlying theory**


**Where the rubber meets the rode: At the intersection of theory and practice**


**Introduction to CBT in youth and diversity considerations**

Weisz & Kazdin chs. 1-3


**Exposure-based interventions**

Barlow chs. 2, 4, 5


Weisz & Kazdin chs. 6 & 19


**Cognitive and behavioral interventions**

Barlow chs. 3, 7, & 9


Weisz & Kazdin chs. 4, 8 & 9

**Multi-component interventions**

Barlow chs. 10, 13, 17

Weisz & Kazdin chs. 14 & 18


**Unifying treatments**

Barlow ch. 6

**Supervision**


**Recommended Readings:**


### SCHEDULE*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan-22</td>
<td>The past, present, and future of cognitive-behavioral theory and therapy</td>
<td>Stampfl &amp; Levis — Bouton</td>
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<td>Jan-29</td>
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<td>Brewin — Craske</td>
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<tr>
<td>Feb-05</td>
<td>Establishing empirical support for CBT and its underlying theory</td>
<td>All readings</td>
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<tr>
<td>Feb-12</td>
<td>Where the rubber meets the rode: At the intersection of theory and practice</td>
<td>Pilecki &amp; McKay — Hofmann</td>
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<td>Feb-19</td>
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<td>Persons &amp; Tompkins; Persons</td>
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<td>Feb-26</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
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<td>Mar-3</td>
<td>Introduction to CBT in youth and Diversity Issues</td>
<td>All readings</td>
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<tr>
<td>Mar-6</td>
<td>Introduction to CBT in youth and Diversity Issues</td>
<td>All readings</td>
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<td>Mar-5</td>
<td>Exposure-based interventions</td>
<td>Barlow chs. 2, 4, 5 — Newman</td>
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<td>Mar-12</td>
<td>SPRING BREAK NO CLASS</td>
<td>SPRING BREAK NO CLASS</td>
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<td>Mar-19</td>
<td>Exposure-based interventions</td>
<td>Weisz &amp; Kazdin chs. 6 &amp; 19 — McIntosh</td>
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<td>Mar-26</td>
<td>Cognitive and behavioral interventions</td>
<td>Barlow chs. 3, 7, 9 — Walsh &amp; Hope</td>
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<td>Apr-02</td>
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<td>Weisz &amp; Kazdin chs. 4, 8, 9</td>
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<td>Apr-09</td>
<td>Multi-component interventions continued</td>
<td>Barlow chs. 10, 13, 17</td>
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<td>Apr-16</td>
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<td>Weisz &amp; Kazdin chs. 14 &amp; 18; Ingersoll, 2010</td>
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<td>Apr-23</td>
<td>NO CLASS</td>
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<td>Apr-30</td>
<td>Unifying treatments &amp; Supervision</td>
<td>All readings</td>
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<td>May-7</td>
<td>Intervention Development Projects</td>
<td>Intervention Development Projects</td>
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<td>May-8</td>
<td>FINALS WEEK</td>
<td>FINAL EXAM DUE BY 5PM</td>
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*Notes:* Chapters/papers should be read prior to coming to class on the day(s) they are being covered. This is a tentative schedule of the semester’s topics. Changes to a specific week’s topic will be announced in class.