

Houston Graduate School of Theology

COU 740 Cognitive Behavior Therapy

Spring 2018 Hybrid: Classes meet on Jan 20, Feb 3, Feb 17, Mar 3, April 7, and 21

Saturdays: 9:00 AM to 1:00 PM

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Houston Graduate School of Theology equips women and men to be ministers and messengers of God's mission of reconciliation through academic excellence, personal transformation, and leadership development.

I. Course Description

Cognitive Behavioral Therapy (CBT) has been endorsed by many research studies as a highly effective method of psychotherapy and counseling. CBT assumes that cognitions, that is, beliefs, determine feelings and behavior. In this course, students will articulate the basic principles of cognitive behavioral therapy (CBT) including its history as a leading model of therapeutic intervention. Prerequisites: COU 530 Theories of Counseling and Psychotherapy; COU 600 Counseling Skills and Techniques; and (recommended) COU 611 Psychopathology.

II. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Articulate the basic principles of cognitive behavior therapy (CBT) including its history as a leading model of therapeutic intervention as demonstrated and measured in examinations. MAC-1, MAC-2
- B. Apply a CBT case conceptualization to a case provided by the instructor. MAC-2
- C. Write a treatment plan based on a case provided by the instructor. MAC-2
- D. Understand, through a case vignette, a CBT generic case conceptualization model of depression developed by Art Freeman, EdD, ABPP, by reconstructing the model in a three-page paper. MAC-4
- E. Conduct practical applications of CBT to a variety of client problems encountered in counseling.

III. Texts

APA. *The Publication Manual of the American Psychological Association, 6th edition*. APA, Washington DC, July 2009. ISBN 978-1-4338-0561-5.

Dobson, K. E. (2012). *Cognitive therapy*. APA publications. ISBN-13: 978-1-4338-1088-6.

<http://www.annualreviews.org/userimages/ContentEditor/1351004835908/AaronTBeckTranscript.pdf>

The above is a 2011 interview with Aaron T. Beck, conducted by his daughter, Judith Beck. It reviews how Dr. Beck came to be the originator of Cognitive Therapy, different from that of Albert Ellis.

IV. Course Requirements

- An Examination based on Dobson: 35 points
- 2 Case conceptualizations of cases provided by the instructor: 10 points
- 2 Thought Records: A worksheet will be provided: 10 points
- Discussion Board: Reflections on a Video presentation by Art Freeman, EdD: 10 points.
- Discussion Board: Reflections on the Beck interview: Post and respond to three other students: 10 points
- Discussion board: How is Ellis's Rational Emotive Behavior Therapy different from Beck's Cognitive Therapy? Post and respond to three other student's posts: 10 points.
- Two-page APA style paper on *The Third Wave of Cognitive Behavior Therapy*. 10 points
- Posted reflection on Gratitude Journal after 12 weeks; 2 responses to other student's responses; 5 points

Total Points: 100

Student Workload Expectations:

Approximate Assignment/Effort Equivalencies

Course Attendance	24 hours
Reading: textbook and Beck Interview	30 hours
17 Questions related to Dobson's <i>Cognitive Therapy</i>	15 hours
2 Thought Log Executions 2 Case Conceptualizations	20 hours
For question 15 from Dobson; post your response on CourseSites and respond to two other responses. Avoid "agree, disagree" responses.	2 hours
A 12-week, weekly gratitude journal with reflections as to what you learned about yourself after week 12	8 hours
Albert Ellis's Rational Emotive Behavior Therapy: How is it different from Beck's Cognitive Therapy?	10 hours
Research Paper: <i>The Third Wave of Cognitive Behavior Therapy</i> .	15 hours

Total Time Expectation for CBT 740	124 hours
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Note: All forms and case examples may be found on CourseSites COU 740

Final Examination: 25 points - This will be based on all material covered in the course.

V. Grading Scale

- A 97-100
- A- 96- 94
- B+ 93- 91
- B 90-88
- B- 87-85
- C+ 84-82
- C 81-79
- C- 78-76
- D 75-70
- F 0-69

VI. Classroom-related Academic Policies

- A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. The following guidelines have been approved for inclusion in all HGST syllabi and reflect standards for all courses:
 - Fall/Spring semester 15-session course – 3-absence maximum
 - Summer term 8-session course – 1-absence maximum (equals 4 hours).
 - 6-session hybrid – 1-absence maximum
 - 4-session hybrid – 0-absence maximumIf a student reaches the designated number of absences, the student will no longer be allowed to stay in the class. The student does have the opportunity to appeal to the Academic Dean and should assume responsibility for scheduling that meeting as soon as possible.
- B. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.
- C. Turnitin.com
 1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
 2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
 3. Students will submit assignments by the due date and time and will be required to submit the assignments in a hard copy format as well.
- D. Electronic Equipment Usage in Classrooms

It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

- E. *Please review the Academic Catalog for policies regarding Incompletes and Plagiarism. For more information on HGST and area Library Services, please download the Library Handbook from the HGST website.*

VII. Notes for Writing Assignments

Writing assignments should conform to the *Publication Manual of the American Psychological Association, 6th edition* about format and style.

- A. The informed consent form written by the student does not have to use APA style and format.
- B. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. He prefers submission of papers with staples or binder clips.
- C. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.
 1. Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
 2. Never use contractions.
 3. Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
 4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject verb agreement is imperative.
 5. Spellcheck! Spellcheck! Spellcheck! Dr. Ditsky does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
 6. Grammar check works as well!
 7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
 8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. Class and Reading Schedule: Bolded dates are on-campus sessions

Date	Topic	Assignments
January 20, 2018 On Campus	Overview of course and Introduction to CBT and its essentials	Begin Reading Dobson. Power Points All assignment due dates are posted on Course Sites
January 27	<i>Cognitive Therapy</i>	Dobson questions 1 through 4 Post answers on CourseSites
February 3, 2018 On Campus	<i>Cognitive Therapy</i>	Dobson questions 5 through 10 Post on CourseSites
February 10, 2018	Case Conceptualization	Discussion Board: How is Rational Emotive Behavior Therapy different from Cognitive Therapy as defined by Beck?
February 17, 2018 On Campus		Work on Case Conceptualizations and Thought Logs
February 24, 2018	Behavior techniques	Dobson Complete Dobson Questions
March 3, 2018 On Campus	CBT with various mental and emotional disorders	Case Conceptualizations are due
March 10		Thought logs are due
March 12-17	Spring Break	Plan you Third Wave research paper.
March 24, 2018	Cognitive techniques	Dobson Reflections on the Beck interview: Post and respond to three other students: 10 points
March 31, 2018		Discussion Board: Question 15 on Dobson: post your reflections and comment on three students' posts.
April 7, 2018 On Campus	Video: Art Freeman EdD doing CBT for a depressed male	Gratitude Journal Paper is due
April 14, 2018	Emotional techniques	Dobson Discussion Board: Post reflection on Dr Freeman doing CBT and respond to three other students.
April 21, 2018 On Campus	PPT: Rational Emotive Behavioral Therapy PPT: Motivational Interviewing	Research paper on The Third Wave of Cognitive Therapy is due

IX. Bibliography

The required textbooks constitute the bibliography for this course. The instructor will provide articles and handouts at certain times in the course.