

**HDC 7300 :**  
**Cognitive Behavioral Therapy (CBT) and Related Evidence-Based Approaches in Practice**  
**Monday, 3:10-6:00, Room: Sony 2058**

Instructors:

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Required Texts:

Beck, J. (2011). *Cognitive Behavior Therapy: Basics and Beyond (2<sup>nd</sup> edition)*. New York: Guilford Press.

**(NOTE: This edition may be different from that used in HDC Theories class.)**

Friedberg, R.D., & McClure, J.M. (2015). *Clinical Practice of Cognitive Therapy with Children and Adolescents (2<sup>nd</sup> edition)*. New York: Guilford Press.

**(NOTE: This edition was released in April 2015; make sure to use the most recent edition).**

*Additional readings may be provided throughout the course.*

Recommended Texts:

Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. New York: Guilford Press.

Beck, A. T., Davis, D. D., & Freeman, A. (2015). *Cognitive therapy of personality disorder (3<sup>rd</sup> ed.)*. New York: Guilford Press.

Greenberger, D., & Padesky, C. A. (1995). *Mind over mood: Change how you feel by changing the way you think*. New York: Guilford Press.

**Greenberger, D., & Padesky, C.A. (2016). *Mind over mood: Change how you feel by changing the way you think (2<sup>nd</sup> edition)*. New York: Guilford Press.**

Linehan, M. M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. New York: Guilford Press.

Martell, C. R., Addis, M. E., & Jacobson, N. S. (2001). *Depression in context: Strategies for guided action*. New York: Norton.

McCullough, J. P. (2000). *Treatment for chronic depression: Cognitive behavioral analysis system of psychotherapy*. New York: Guilford Press.

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2002). *Mindfulness-based cognitive therapy for depression*. New York: Guilford Press.

Course Objectives:

This course is designed to provide an introduction to the basics of cognitive-behavioral theory and therapy. We will learn about the structure of therapeutic sessions, client conceptualization from the cognitive perspective, and the techniques commonly used in CBT. We will discuss the use of CBT in relation to various disorders as well as learn about other therapeutic approaches that are outgrowths of CBT. In addition to concentrating on the material provided in class and completing course readings, you are encouraged to think critically about your clinical work and

consider how this work is informed by evidence-based practice, specifically cognitive behavioral therapy. As time and interest allow, we will discuss other evidence-based practices as well (e.g., Motivational Interviewing, Emotion-Focused Therapy, Dialectical Behavior Therapy).

#### Format of Course/Expectations:

The course will consist of a mix of lecture, class discussion, videos, demonstrations, role plays, and student presentations. Class participation is expected. Participation can come in a variety of ways, including questions, comments, class discussion, and presentation of case material. You will be asked to participate in role plays and, where appropriate, provide case examples from current clients. In addition, you will be expected to complete all assigned readings and be prepared to discuss them in class.

#### Assignments/Grading:

- 35% 1) **Class participation** (including regular and consistent attendance and both giving and receiving feedback from class members and the instructor(s))
- 20% 2) **Technique demonstration:** on a date to be determined, you will be asked to demonstrate a particular CBT technique or tool (for example, a thought record) in class via a role play with a class member.
- 25% 3) **Completion of Therapy Folder:** Homework based on a particular technique or way of working will be assigned throughout the term. You will be asked to keep this homework in a 'therapy folder,' to be turned in at the **next to last class**.
- 20% 4) **Annotated bibliography and related presentation:** Based on a topic of your choice related to CBT, prepare an annotated bibliography of at least 5 relevant articles. Your bibliography should include the following: the reference itself (APA style), a summary of the article (this can be the abstract and/or your own summary), and a paragraph or two about what you learned from the article. This annotated bibliography is to be turned in at the **next to last class**. In addition to submitting these materials, you will be asked to prepare a brief presentation during the latter weeks of the course (schedule to be determined later in the term) about your bibliography in general and what you learned from your readings.

#### Late Policy:

5 points per each day late will be subtracted from assignments turned in after the deadline.

#### Laptop/Cell phone policy:

Please silence cell phones during class time and avoid the use of laptops.

#### Course Outline:

<b>Class #</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>  (to be completed prior to/in preparation for class listed)	<b>HW PRACTICE</b> (homework listed is related to previous class for practice but due when listed, to be discussed in class)
<b>1</b>	1-7	Introductions, overview of course, overview of CBT		
<b>2</b>	1-14	Cognitive Case Conceptualization	Beck, Chap 1, 2, & 3; F&M, Chap 1, 2	<b>Activity Monitoring + Homework Reaction</b>

				Sheet
	1-21	MLK Day – No class		
<b>3</b>	1-28	Starting Therapy – First session and behavioral strategies	Beck, Chap 4, pp 54-58 PLUS Chap 5 and 6; F&M, Chap 4 and 5	<i>Class presentations will occur in class (informal)</i>
<b>4</b>	2-4	First session and behavioral strategies (Cont'd)	Beck, Chap 15 & 17; F&M, Chap 8 & 10	
<b>5</b>	2-11	Continuing Therapy – Second session and beyond and...Guided Discovery and Socratic Questioning	Beck, Chap 7 and 8; F&M, Chap 3 and 7	<b>Choose a behavioral technique and practice + Homework Reaction Sheet</b>
<b>6</b>	2-18	Working with Thoughts and Feelings	Beck: Chap 9-12; F&M, Chap 6	
<b>7</b>	2-25	Working with Thoughts and Feelings(Cont'd) – Thought Records		<b>First 3 columns of Thought Record (situation, feeling, thought), + Homework Reaction Sheet</b>
	3-4	SPRING BREAK		
<b>8</b>	3-11	TF-CBT Guest Speaker  <i>Speaker CONFIRMED</i>	Trauma reading, which will be provided	<b>Complete a full Thought Record (focus on working with alternative thinking) + Homework Reaction Sheet</b>
<b>9</b>	3-18	Identifying and Working with Intermediate and Core Beliefs	Beck, Chap 13 & 14; F&M, Chap 9	
<b>10</b>	3-25	Working with Core Beliefs, and Putting it All Together	Beck, Chap 15 (review), 19, & 20; F&M, Chap 8 (review), Chap 11, 246-65	<b>Intermediate Belief Worksheet + Homework Reaction Sheet Core Belief Worksheet + Homework Reaction Sheet</b>
<b>11</b>	4-1	Part I: Guest Speaker: Dialectical Behavior Therapy (DBT) <i>Speaker CONFIRMED</i> Part II: Working with Core Beliefs & Putting it All Together (cont., if time/need)	DBT reading, which will be provided	<b>Conceptualization Model (CCD) + Homework Reaction Sheet</b>
<b>12</b>	4-8	Anxiety and other disorders <i>(guest speaker: CONFIRMED)</i>	F&M, Chap 12	
<b>13</b>	4-15	Remaining Issues and/or Applying to Specific	To Be Announced (depends on topics)	<b>Anxiety Hierarchy OR Fear Form + Homework</b>

		Populations and/or Additional Evidence-based methods (e.g., Motivational Interviewing) <i>(possible guest speaker)</i>	F&M, Chap 13-16 <i>(optional, related to 'special topics')</i>	<b>Reaction Sheet</b> <i>[Presentation of annotated Bib info]</i> <b>THERAPY FOLDER DUE</b> <b>ANNOTATED BIB DUE</b>
<b>14</b>	4-22	Termination and Relapse Prevention	Beck, Chap 18, 20 <i>(review)</i> ; F&M, Chap 13-16 <i>(continued consultation/review as desired if topic interest)</i>	<i>[Presentation of annotated Bib info]</i>