BROWN SCHOOL
WASHINGTON UNIVERSITY IN ST. LOUIS

SPRING 2018

COGNITIVE BEHAVIORAL THERAPY

S30-5503.01

CREDIT HOURS: 3
GRADE: L/G
ROOM: Goldfarb 33
TIME: 12:50pm - 3pm
01-22-2018 - 05-07-2018
NO CLASS 03-12-2018

INSTRUCTOR: Julie Mastnak, Ph.D., ABPP
OFFICE: Goldfarb 232
OFFICE HOURS: By Appointment
PHONE: 314-935-8645
EMAIL: jmastnak@brownschool.wustl.edu

I. COURSE DOMAIN AND BOUNDARIES

This course is an advanced level course designed to give students the opportunity to develop competencies in cognitive-behavioral therapy techniques through lecture, reading, and video examples. This course is organized to provide students with the maximum amount of clinical practice in a classroom setting using role-plays of simulated cases provided by the instructor, based on issues frequently encountered in mental health settings, including presenting concerns of mood, anxiety, substance abuse, and interpersonal problems. Students will be given feedback by the instructor and peers throughout the semester. Students will also learn to evaluate their own practice, using a standardized competency rating scale. Issues of race, ethnicity, culture, class, gender, sexual orientation, religion, physical and mental disability, age and national origin will be discussed. Values and ethics will be discussed within the context of legal and NASW code guidelines.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE:

| Demonstrate Ethical and Professional Behavior | C1 - Reinforced |
| Engage diversity and difference in practice | C2 - Emphasized |
| Advance human rights and social and economic and environmental justice | C3 - Reinforced |
| Engage in practice-informed research and research-informed practice | C4 - Reinforced |
| Engage with individuals, families, groups, organizations, and communities | C6 - Emphasized |
| Assess individuals, families, groups, organizations, and communities | C7 - Emphasized |
Intervene with individuals, families, groups, organizations, and communities

Evaluate individuals, families, groups, organizations, and communities

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity**: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)

**Accommodations**: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency**: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

**Professional Use of Electronic Devices in the Classroom**: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.
**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon sexual assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of
concerns. Her office is in Brown Hall, room 320.

V. READINGS

Required Texts:


Recommended Readings:


VI. ORGANIZATION OF COURSE

The focus of this course is helping students develop specific competencies in cognitive-behavioral therapy interventions. This will be accomplished through lecture, reading, video examples, as well as in-class role-play of techniques. **Lectures are meant to build upon readings, not restate them. Therefore, keeping up with readings is of the utmost importance in succeeding in this course.**

Most class sessions will include lecture focused on a specific cognitive-behavioral therapy intervention (including discussion about specific modifications for diagnoses in DSM-V), followed by the opportunity to observe the intervention, and then practice that specific intervention with a peer.

VII. ROLE OF FACULTY AND STUDENTS

The course will be a combination of lecture, discussion, and treatment intervention practice. The instructor will provide course materials, lecture on topics, and demonstrate treatment techniques through the use of case examples. Students will be expected to role-play, discuss treatment decisions, and work within a group format.

**ATTENDANCE:** Due to the highly participatory nature of this course, attendance is of the utmost importance. As such, it comprises 10% of the final grade. Please see below for more information. If, for any reason, you believe that attendance may be an issue, please discuss this with the instructor as soon as possible.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Grading for the class will be based on the following:

- Quizzes (20 points each)  \hspace{1cm} 40 points
- Class Participation  \hspace{1cm} 10 points
- Presentation of a CBT, evidence-based protocol  \hspace{1cm} 20 points
- Skills Demonstration (Role-Play Transcript and Questions)  \hspace{1cm} 30 points

\[ \text{------------------------} \]
100 points total

**GRADE SCALE:**

A  93-100
A- 90-92
B+ 88-89
B  83-87
B- 80-82
C+ 78-79
C  73-77
C- 70-72
F 69 and below

**A word about grades:** Grades are not a reflection of your value as a person. They are a reflection of the reality of balancing school with other responsibilities, as well as your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. **What is most important is that you are challenged and that you learn.**

Your course grade is determined by the total number of points you accumulate in the course. A total of 100 points will be assigned, as follows:

1) **Quizzes** (20 points each) – The two quizzes (Week 8 and Week 15) will be multiple choice and T/F. Questions are designed to assess your understanding of key cognitive-behavioral theories, principles, and interventions.

2) **Attendance/Class Participation** (10 points) – Given that this course emphasizes skill development and practice, attendance is critical. Students should e-mail the instructor regarding any missed classes. Students are allowed two (2) missed classes. Any sessions missed after two (2), will result in a letter grade deduction (10%). Any student who misses more than four (4) classes will need to discuss the viability of completing the course with the instructor. Students who are not participating in the class (sleeping, texting, surfing the internet, etc.) will be considered absent for the session and will be subject to receive the 10% deduction for a missed class. In addition to in-class opportunities to discuss case examples, specific CBT interventions, and empirical evidence supporting those intervention, students are expected to be able to answer questions and participate in discussions about the readings during class.

3) **Presentation of a Cognitive-Behavioral Therapy, Evidence-Based Protocol** (20 points) – As noted above, this course emphasizes the development of specific competencies in delivering cognitive-behavioral therapy interventions. In addition, it is critical that students have a knowledge base of cognitive-behavioral, evidence-based psychotherapy protocols (which incorporate these competencies) to address specific clinical disorders. In service of this goal, a list of cognitive-behavioral, evidence-based protocols has been identified and listed below. Students will be expected to work in small groups to create a class presentation on one of these disorder-specific protocols. Group presentations are expected to be 20 minutes in duration and must include the following elements:

   a. Target clinical population (e.g., Who is this protocol designed to treat? What are the inclusion/exclusion criteria? What patient-matching variables should be considered before selecting this protocol?)  **4 Points**
   
   b. Goals of the protocol (e.g., What are the primary goals of the treatment?)  **4 Points**
   
   c. Outline of the protocol (e.g., What is the structure of the protocol? What intervention would a clinician provide in each session?)  **4 Points**
d. Identification of a cognitive-behavioral therapy competency (e.g., Which specific cognitive-behavioral therapy competencies are emphasized in the protocol? How/where are the interventions provided?)  

4 Points

e. Critical review (e.g., What does the extant literature convey about the generalizability of the protocol? What do you see as strength of the protocol? What do you see as a weakness of the protocol?)  

4 Points

f. Select from the following cognitive-behavioral therapy, evidence-based psychotherapy protocols (taken from Barlow, David (2014). Clinical Handbook of Psychological Disorders. New York: Guilford Press.)

i. Panic Disorder and Agoraphobia (Model: Michelle G. Craske and David H. Barlow)

ii. Posttraumatic Stress Disorder (Model: Candice M. Monson, Patricia A. Resick, and Shireen L. Rizvi)

iii. Social Anxiety Disorder (Model: Richard G. Heimberg and Leanne Magee)

iv. Obsessive-Compulsive Disorder (Model: Martin E. Franklin and Edna B. Foa)

v. An Acceptance-Based Behavioral Therapy for Generalized Anxiety Disorder (Model: Lizabeth Roemer and Susan M. Orsillo)

vi. Cognitive Therapy for Depression (Model: Jeffrey E. Young, Jayne L. Rygh, Arthur D. Weinberger, and Aaron T. Beck)

vii. Behavioral Activation for Depression (Model: Sona Dimidjian, Christopher R. Martell, Ruth Herman-Dunn, and Samuel Hubley)

viii. Borderline Personality Disorder (Model: Andrada D. Neacsiu and Marsha M. Linehan)

ix. Bipolar Disorder (Model: David J. Miklowitz)

x. Schizophrenia and Other Psychotic Disorders (Model: Nicholas Tarrier and Rumina Taylor)

xi. Alcohol Use Disorders (Model: Barbara M. McCrady)

xii. Treatment of Sleep Disturbance (Model: Katherine A. Kaplan and Allison G. Harvey)
Key Cognitions and Behaviors, Strategy for Change, Application of CBT Technique, and/or Homework). In addition to the transcript, students must submit the completed **Role-Play Transcript Questions**. The Questions, as well as a completed example, are uploaded to Blackboard.

c. **OPTIONAL:** Although NOT required/graded, students have the option of submitting a DVD of the entire “session” for additional feedback from the instructor (to enhance learning).

### IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
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<tbody>
<tr>
<td>Written Quizzes</td>
<td>C4</td>
<td>Knowledge</td>
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<tr>
<td>Presentation of a Cognitive-Behavioral Therapy, Evidence-Based Protocol</td>
<td>C1, C4</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Role-Play Transcript and Questions</td>
<td>C1, C4, C6, C7, C8, C9</td>
<td>Skills, Knowledge, Cognitive and Affective Processes</td>
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</tbody>
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<tr>
<th>Course Activities</th>
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<tbody>
<tr>
<td>Video-taped demonstrations of CBT interventions</td>
<td>C1, C4, C6, C7, C8, C9</td>
<td>Skills</td>
</tr>
<tr>
<td>In-class role-plays of CBT interventions</td>
<td>C1, C4, C6, C7, C8, C9</td>
<td>Skills</td>
</tr>
<tr>
<td>In-class review of CBT, Evidence-Based Protocols</td>
<td>C1, C4</td>
<td>Knowledge, Cognitive and Affective Processes</td>
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## COURSE OUTLINE

Each student should be responsible for readings outlined below:

<table>
<thead>
<tr>
<th>Course Date and Topic</th>
<th>Assignments and Readings</th>
<th>CBT Intervention/ Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>• Beck (2011), pp 1-28</td>
<td>Hopes and Concerns</td>
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<tr>
<td></td>
<td>• Wright et al (2016), pp 1-44</td>
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<td></td>
<td>• Wright et al (2016), pp 45-64</td>
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<td></td>
<td>• Wright et al (2016), pp 65-88</td>
<td></td>
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<tr>
<td>4. Identifying Automatic Thoughts and Emotions</td>
<td>• Beck (2011), pp 137-166</td>
<td>3-Column Thought Record</td>
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<td>• Wright et al (2016), pp 89-122</td>
<td></td>
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<tr>
<td>6. Identifying and Modifying Intermediate and Core Beliefs</td>
<td>• Beck (2011), pp 198-255</td>
<td>5-Column Thought Record</td>
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<td>• Wright et al (2016), pp 173-202</td>
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<tr>
<td>7. Using Behavioral Experiments to Test Thoughts and Coping Cards</td>
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<td>Assigning Behavioral Experiments and Coping Cards</td>
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<tr>
<td>8. Mid-term Quiz and Role-Play of Cognitive Therapy interventions</td>
<td></td>
<td>QUIZ 1</td>
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   •  Wright et al (2016), pp 151-172 | Progressive Muscle Relaxation |
| 10. **Guided Imagery and Breathing Retraining** | •  Beck (2011), pp 277-293 | Breathing Retraining |
| 11. **Activity Monitoring and Identifying Key Behaviors** | •  Beck (2011), pp 80-99  
   •  Wright et al (2016), pp 123-150 | Activity Monitoring |
| 12. **Identifying Pleasant Events and Activity Scheduling** | •  Beck (2011), pp 294-315 | Activity Scheduling and Behavioral Activation |
| 13. **Exposure Interventions** | •  In-vivo, Imaginal, and Interoceptive Exposures AND Graded Task Assignment | |
| 14. **Problem-solving** | •  Beck (2011), pp 256-259 | Problem-Solving |
| 15. **Final Quiz and Course Wrap-Up** | •  QUIZ 2 | |
SPRING 2018 – Cognitive-Behavior Therapy Class Dates

Class 1 - 01-22-2018
Class 2 - 01-29-2018
Class 3 - 02-05-2018
Class 4 - 02-12-2018
Class 5 - 02-19-2018
Class 6 - 02-26-2018
Class 7 - 03-05-2018
Class 8 - 03-19-2018
Class 9 - 03-26-2018
Class 10 - 04-02-2018
Class 11 - 04-09-2018
Class 12 - 04-16-2018
Class 13 - 04-23-2018
Class 14 - 04-30-2018
Class 15 - 05-07-2018