I. COURSE DOMAIN AND BOUNDARIES

This course is designed to provide students with an overview of Cognitive Processing Therapy (CPT), an evidenced-based treatment for Posttraumatic Stress Disorder (PTSD). The course will include a general discussion of the theoretical influences and early development of this treatment as well as a summary of the empirical literature supporting CPT. Students will gain basic knowledge in the assessment and diagnosis of PTSD as well as the treatment interventions included in this protocol. Variations to the standard protocol will be discussed as well as using CPT with diverse populations. Students will have the opportunity to practice core clinical skills associated with successful implementation of this treatment via role plays and in-class activities.

The broad objective of this course is to provide an overview of basic concepts and an opportunity to practice core clinical skills. Specific objectives include:

1. To educate students about the theoretical influences and early development of CPT.
2. To educate students about the empirical literature supporting this treatment.
3. To review PTSD symptomology using DSM-V criteria.
4. To introduce the essential components of and interventions used in the protocol.
5. To provide students opportunities to observe and practice core clinical skills.
6. To discuss various clinical issues that may arise for both the therapist and the client.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 | Reinforced |
| Engage diversity and difference in practice. | C2 | Reinforced |
| Engage in practice-informed research and research-informed practice. | C4 | Emphasized |
| 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

C8 Emphasized

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, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrath
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 aforementioned 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:

Optional:


VI. ORGANIZATION OF COURSE

This two-day course will take place over a weekend, Saturday 1/27 and Sunday 1/28. The course will include lectures, individual and group exercises, and individual skills practice. Due to the condensed format of the course, full attendance (9am – 5pm) both days is mandatory.
VII. ROLE OF FACULTY AND STUDENT

Faculty: The instructor will promote a constructive learning environment that includes providing information via readings, lectures, and practical clinical examples as well as encouraging questions and active discussion. The instructor will be available to students by appointment.

Student: Full attendance both days of class is required and defined by active participation in discussion, individual and group activities, and completion of all assignments. In the event of illness or emergency, contact the instructor immediately. If you are unable to contact the instructor, call the Brown School Service Center, 935-6620.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Students may demonstrate their understanding and mastery of the course content by their participation in class discussions and activities. Full attendance of both days of class is mandatory and active participation is expected. Course grades will be based on the following point system:

TOTAL: 100 points

1. In-class activity: Develop individualized “cheat sheet” for designated portions of Session 1 (to be discussed in class) and role play delivering these portions in small groups (25 points). Time will be allotted in class to complete this activity. Participation in the activity will earn you 25 points/100 points for this course.

2. In-class activity: Individually review an Impact Statement and identify possible stuck points. Group discussion to follow (10 points). Time will be allotted in class to complete this activity. Participation in this activity will earn you 10 points/100 points for this course.

3. In-class activity: Individually review ABC worksheet of traumatic event and generate at least three statements or questions to begin exploring faulty belief/stuck point using principles of Socratic dialogue. Group discussion to follow (15 points). Time will be allotted in class to complete this activity. Participation in this activity will earn you 15 points/100 points for this course.

4. Day One Quiz (25 points). The quiz will be composed of 25 multiple choice or true/false questions focused upon the course content from Day One. Each correctly answered item will be awarded one point. The quiz may be completed outside of class time. Please feel free to use your textbook and lecture notes when completing the quiz. This quiz will be due by 5pm CST on Sunday, February 4, 2018. The quiz will account for up to 25 points/100 points for this course.

5. Day Two Quiz (25 points). The quiz will be composed of 25 multiple choice or true/false questions focused upon the course content from Day Two. Each correctly answered item will be awarded one point. The quiz may be completed outside of class time. Please feel free to use your textbook and lecture notes when completing the quiz. This quiz will be due by 5pm CST on Sunday, February 4, 2018. The quiz will account for up to 25 points/100 points for this course.
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

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<th>Competency/ies</th>
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<th>COURSE ACTIVITIES</th>
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<td>Identifying stuck points</td>
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<td>Socratic questioning</td>
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X. COURSE OUTLINE

***Due to the two-day format of this course, students are expected to have read the required text, *Cognitive Processing Therapy for PTSD: A Comprehensive Manual*, prior to the first day of class.

***Please note active discussion, modeling and role play will be utilized throughout to enhance learning and promote development of core clinical skills.

*Cognitive Processing Therapy Skills Lab – Day One*

*Section One:* Welcome and Introduction to CPT (Chapters 1 & 2)

Lecture/Discussion: Theoretical influences and early development of CPT

Empirical literature supporting CPT

Clinical Application: Understanding development and research of this evidence-based treatment
Section Two: Treatment Considerations (Chapters 3 & 4)
Lecture/Discussion: Selection of CPT candidate
Assessment and diagnosis of PTSD
Clinical Application: Understanding of DSM-V criteria and use of PCL-5

Section Three: Overview of PTSD and CPT (Chapter 5)
Lecture/Discussion: CPT Session 1
Clinical Application: Providing psycho-education and treatment rationale

Section Four: Finding Stuck Points (Chapter 6)
Lecture/Discussion: CPT Session 2 & 3
Clinical Application: Identifying stuck points and promoting understanding of relationship between thoughts and feelings

Cognitive Processing Therapy Skills Lab – Day Two

Section Five: Processing the Index Event (Chapter 7)
Lecture/Discussion: CPT Sessions 4 & 5
Clinical Application: Addressing assimilated stuck points and challenging unhelpful beliefs

Section Six: Learning to Self-Challenge (Chapter 8)
Lecture/Discussion: CPT Sessions 6 & 7
Clinical Application: Identifying faulty thinking patterns and developing alternative thoughts

Section Seven: Trauma Themes: Safety, Trust, Power/Control, Esteem & Intimacy (Chapters 9 & 10)
Lecture/Discussion: CPT Sessions 8 – 12
Clinical Application: Challenging unhelpful thoughts related to respective trauma themes and terminating protocol

Section Eight: Alternatives in Delivery and Special Considerations (Chapters 11 – 14)
Lecture/Discussion: CPT with written trauma account (CPT-A)
CPT with diverse populations
Clinical Application: Understanding variations of CPT and working with different trauma types