Instructors: Keith Renshaw Michelle Gryczkowski
Phone: (703) 993-5182
Email: krenshaw@gmu.edu
Office Hours: Thu 1:00-2:00 (clinic), by appt

Course Description:
This course is designed to instruct you in the theory, principles, and application of cognitive-behavioral therapy for a variety of psychological problems. From a theoretical perspective, we will review behavioral theory, the cognitive model of emotion, and the basic steps in forming a cognitive-behavioral conceptualization. From an applied perspective, we will review the principles of conducting cognitive-behavioral therapy, basic behavioral and cognitive techniques, and how to apply these techniques using a coherent cognitive-behavioral conceptualization. We will also focus specifically on the application of cognitive-behavioral theory and therapy to depression, anxiety disorders, and couples’ distress.

This course will utilize several modes of learning, including readings, lecture, discussion, example video/audiotapes, homework, role plays, and supervision of actual clinical cases. Each aspect of the coursework is essential to the development of your ability to apply cognitive-behavioral therapy. Initially, class time will be comprised of didactic instruction, but as the semester progresses, we will begin to split class time between didactics and group supervision of cases. I will not use tests or other methods to grade you, and the grades will simply be “Satisfactory” or “No Credit.” This should not, however, give you the impression that you can “slide by” on readings or assignments. Receiving credit for the course will require (a) completion of all didactic elements of the course and (b) appropriate and ethical conduct in the delivery of therapy. This includes record-keeping and other associated clinic duties.

The course is not intended to convey that cognitive-behavioral therapy is the only acceptable therapy to practice. Rather, it is intended to inform you of (a) the problems for which cognitive-behavioral therapy has been shown to be efficacious and/or effective, (b) the steps and techniques involved in conducting cognitive-behavioral therapy, and (c) the flexibility of this therapy when it is based on a coherent case conceptualization. A list of treatment manuals for various psychological problems will be provided for your reference, but you will not be expected to learn each manual. Rather, you will learn the theory that underlies the application of the therapy to any problem.

Course Goals:
1. To foster the development of your professional identity as a therapist.
2. To learn the basic tenets and principles of behavioral theory and cognitive theory.
3. To learn how to develop a comprehensive and cohesive cognitive-behavioral case conceptualization.
4. To understand how issues of diversity (e.g., age, race, ethnicity, culture, sexual orientation, etc.) can be incorporated into a cognitive-behavioral conceptualization.
5. To learn behavioral and cognitive therapy techniques, and to develop a basic level of competence in applying these techniques in practice situations (e.g., role plays).
6. To be able to develop a basic treatment plan based on a cognitive-behavioral case conceptualization.
7. To begin to be able to carry out a basic cognitive-behavioral treatment plan, understanding how the case conceptualization will drive all therapeutic activity.
8. To appreciate the importance of the therapeutic relationship to cognitive-behavioral therapy.
9. To understand existing knowledge regarding the potential influence of race, ethnicity, age, sex, sexual orientation, and other forms of diversity on the effects of treatment and on treatment delivery.

Class Cancellation Policy:
The instructor will notify the class of any cancellations or changes to the schedule by email.

Disabilities:
If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office. Please note that accommodations MUST BE MADE BEFORE grades are assigned.

Honor Code:
Mason is an Honor Code university; please see the Office for Academic Integrity website (http://oai.gmu.edu/) for a full description of the code and the honor committee process.
# CLASS SCHEDULE AND IMPORTANT DATES

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>9/6</td>
<td>Final Add Date</td>
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<td>9/30</td>
<td>Final Drop Date</td>
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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| 9/1  | Introduction  
Structure in Therapy  
Functional Analysis | Beutler (2009)  
Butler et al. (2006)  
Beck (2011): Ch. 1, 2, 4, 5, 7  
Dobson (2016a) |
| 9/8  | Behavioral Theory of Depression  
Behavioral Activation  
Relaxation Techniques | Mazzucchelli et al. (2009)  
Martell et al. (2001) Ch. 2  
Beck (2011): Ch. 15  
Craske & Barlow (2006): Ch. 5 |
| 9/15 | Behavioral Theory of Anxiety  
Exposure Therapy | Asnaani et al. (in press)  
Craske et al. (2014)  
Steketee (1993): Ch 8 |
| 9/22 | Cognitive Theory | Beck (2011): Ch. 3  
pp. 137-140, 158-162, 198-205, 228-233  
| 9/29 | Automatic Thoughts | Beck (2011): Ch. 9-11 |
| 10/6 | Automatic Thoughts (cont.) | Beck (2011): Ch. 12  
Beck (2005): pp. 209-226; Ch. 11 |
| 10/13 | Automatic Thoughts (cont.)  
Intermediate and Core Beliefs | Beck (2011): Ch. 13; Ch. 14 |
| 10/20 | Automatic Thoughts (cont.)  
Intermediate and Core Beliefs (cont.) | Beck (2005): pp. 63-68; 77-85  
Beck (2011): Ch. 16 |
| 10/27 | No Class Meeting: Individual/Group Supervision (ABCT) | |
Kuyken et al. (2008)  
Barlow (2008): Ch. 5 |
| 11/10 | Treatment Planning  
Course of Treatment | Beck (2011): Ch. 17-20  
pp. 284-286, 292-299 |
| 11/17 | Integrating Cultural Considerations  
Skill Review | Voss Horrell (2008)  
Hays (2006): pp. 3-13  
| 11/24 | Thanksgiving Holiday – No Class | |
| 12/1 | Integrating Cultural Considerations  
Skill Review | Balsam et al. (2006)  
Laidlaw et al. (2004)  
| 12/8 | Research on CBT  
Case Conceptualizations | Prepare CB conceptualization  
Johnsen & Friborg (2015)  
Dobson (2016b)  
Waltman et al. (2016) |
| 12/15 | Group Supervision  
Winter Break Planning for Active Cases | Beck (2011): Ch. 21 |
Reading List

**Required Texts**


**Optional Supplemental Texts**


**Articles/Chapters/Workbooks**


**Optional Supplemental Readings**

