

SAINT JOHN'S UNIVERSITY
GRADUATE DIVISION OF
ST. JOHN'S COLLEGE OF ARTS & SCIENCES
NEW YORK

Psychology 850
Summer 2009

Cognitive Psychotherapies
Dr. DiGiuseppe

Prerequisite: A first course in behavior therapy, either PSY 749 or 750.

Office: MAR 409B

Phone: (718) 990-1955

E-mail: digiuser@stjohns.edu

Required Text

Dobson, K. (2002). *Handbook of cognitive-behavior therapies, (2nd edition)*.
New York: Guilford.

Walen, S., DiGiuseppe, R., & Dryden, W. (1992). *The practitioner's guide to
rational-emotive therapy (2nd edition)*. New York: Oxford University
Press.

Students must read one of the following books:

Ellis, A., & Bernard, M. E. (2006). (Eds.). *Rational emotive behavioral approaches
to childhood disorders*. NY: Springer

Kazdin, A. E., & Weisz, J. R. (2003). (Eds.). *Evidence – based psychotherapies for
children and adolescents*. New York: Guilford.

Kendall, P. (2000). *Child and Adolescent Therapy Second Edition: Cognitive-
Behavioral Procedures*. New York: Guilford.

Reinecke, M. A., Datillio, F.M., & Freeman, A. (2003). (Eds). *Cognitive Therapy with Children and Adolescents: A casebook for clinical practice 2nd Edition*. New York: Guilford.

Articles

Beck, A. T. (2005). The current state of Cognitive Therapy: A 40-year retrospective. *Archives of General Psychiatry, 62(9)*, 953–959.

DiGiuseppe, R. & Tafrate, R. C. (2001). A comprehensive treatment model for anger disorders. *Psychotherapy, 28(3)*, 262–271.

Ellis, A. (2005). Why I (really) became a therapist. *Journal of Clinical Psychology, 61(8)*, 945–948.

Ellis, A. (2005a). Can rational–emotive behavior therapy (REBT) and acceptance and commitment therapy (ACT) resolve their differences and be integrated? *Journal of Rational–Emotive & Cognitive Behavior Therapy, 23(2)*, 153–168.

Hayes, P. A. (1995). Multicultural applications of Cognitive–behavior therapy. *Professional Psychology: Research & Practice, 26 (3)*, 309–315.

Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. (2006). Acceptance and Commitment Therapy: Model, processes and outcomes. *Behavior Research and Therapy, 44(1)*, 1–25.

Hofmann, S. G., & Asmundson, G. J. G. (2007). Acceptance and mindfulness–based therapy: New wave or old hat? *Clinical Psychology Review, 28*, 1–16.

- Iwamasa, G. Y. (1997). Behavior therapy and a culturally diverse society: Forging an alliance. *Behavior Therapy, 28*, 347–358.
- Kazantzis, N., Deane, F. P., & Ronan, K. R. (2004). Assessing compliance with homework assignments: review and recommendations for clinical practice. *Journal of Clinical Psychology, 60*(6), 627–641.
- Kazantzis, N. & Lampropoulos, G. K. (2002). Reflecting on homework in psychotherapy: what can we conclude from research and experience? *Journal of Clinical Psychology, 58*(5), 577–85.
- Neal–Barnett, A. M. (1996). African American children and behavior therapy: considering the Afrocentric approach. *Cognitive and Behavioral Practice, 3*, 351–369.
- Newman, C., Leahy, R. L., Beck, A. T., & Reilly–Harrington, N. A., & Gyulai, L. (2003). Bipolar disorder: A cognitive therapy approach. *Behavioural and Cognitive Psychotherapy, 31*(1), 113–114.
- Ost, L. G. (2008). Efficacy of the third wave of behavioral therapies: A systematic review and meta–analysis. *Behaviour Research and Therapy, 46*(3), 296–321.
- Overholser, J. C. (1993a). The elements of the Socratic method: I. Systematic questioning. *Psychotherapy, 30*, (1), 67–74.
- Overholser, J. C. (1993b). The elements of the Socratic method: II. Inductive reasoning *Psychotherapy, 30*, (1), 75–85.
- Overholser, J. C. (1994). The elements of the Socratic method: III. Universal definitions. *Psychotherapy, 31*, (2), 286–293.

Overholser, J. C. (1995). The elements of the Socratic method: IV. Disavowal of knowledge. *Psychotherapy, 32*, (2), 283–292.

Power, M. J., & Dalgleish, T. (1999). Two routes to emotion: Some implications of multi-level theories of emotion for therapeutic practice. *Behavioural and Cognitive Psychotherapy, 27*, 129–141.

Rector, N. A., Beck, A. T., (2002). Cognitive therapy for schizophrenia: From conceptualization to intervention. *Canadian Journal of Psychiatry, 47*(1), 41–50.

Tanaka-Matsumi, J., Seiden, D. Y., & Lam, K. N. (1996). The culturally informed functional assessment (CIFA) interview: a strategy for cross-cultural behavioral practice. *Cognitive and Behavioral Practice, 3*, 215–233.

Tarrier, N., Taylor, K., & Gooding, P. (2008). Cognitive-Behavioral Interventions to reduce suicide behavior: A systematic review and meta-analysis. *Behavior Modification, 32*(1), 77–108.

Wampold, B. E., (2007). Psychotherapy: The humanistic (and effective). *American Psychologists, 62*(8), 857–873.

ASSIGNMENTS

- 1 *Topics:* Evidence for psychotherapy effectiveness. The specificity versus non-specific effects debate.
The relationship in psychotherapy and its implication for Cognitive Therapies.
History and introduction to CBT.
Psychotherapy as a motor skill not only an intellectual skill.
Readings: Readings: Wompold (2007). Dobson chapter 1, 2, & 4

2. *Topics:* Developing the Therapeutic Alliance with unmotivated clients with cognitive theories. The importance of Outcomes Assessment in Psychotherapy. Social Problem Solving and Self Control Therapies.
Readings: Dobson chapter 6 & 7.

3. *Topics:* Cognitive Mediation of emotions? Distinguishing cognitive versus behavioral mediation of emotions. Social Problem Solving Approach to Adjustment. Self Instructional Training.
Readings: Dobson chapter 4; Article by Power, & Dalglish, (1999).

4. *Topics:* Beck's Cognitive Therapy. Go to <http://www.beckinstitute.org/>
Socratic interviewing.
Readings: Dobson chapter 10.
Articles by: Beck, (2005), Overholser (1993a); (1993b); (1994); (1995).

- 5 *Topics:* Case formulation in cognitive therapy
Readings: Dobson chapter 3

- 6 *Topics:* Constructivist Psychotherapies.
Readings: Dobson Chapter 11

- 7 *Topics:* Ellis' Rational Emotive Behavior Therapy.
Readings: Book By Walen, DiGiuseppe and Dryden (1992) chapters 1–5. Dobson chapter 9. Go to <http://www.rebt.org/>

- 8 *Topics:* Ellis' Rational Emotive Behavior Therapy (continued).

Readings: Book By Walen, DiGiuseppe and Dryden (1992) chapters 6–17

- 9 *Topics:* The use of homework in CBT. Dialectical Behavior Therapy.
Readings: Articles by Kazantzis & Lampropoulos, (2002).
Go to
<http://www.behavioraltech.com/>
- 10 *Topics:* The third wave of Behavior Therapy – Relational Frame Theory and Acceptance and Commitment Therapy. Integrating CBT with other approaches.
Readings: Dobson Chapter 5 Articles by Hayes et al (2006); Hoffman & Amundsen (2007), Ost (2008).Go to
http://www.contextualpsychology.org/access_tutorial
Use access code G2006SU164
- 11 *Topics:* CBT with cultural and ethnically diverse populations.
Readings: Articles by Hayes (1995); Iwamasa (1997); Neal–Barnett (1996); Tanaka–Matsumi, Seiden & Lam (1996).
12. *Topics:* Cognitive behavior therapies with children and adolescents
Readings: Be prepared one of the choices for books and Dobson chapter 8
- 13 *Topics:* CBT with specific disorders: bipolar disorders, eating disorders, anger, anxiety disorders, PTSD, psychotic disorders; marital conflict.
Readings: Articles by DiGiuseppe & Tafrate (2001); Newman, Leahy, Beck, Reilly–Harrington, & Gyulai, (2003); Rector & Beck (2002); Wilson & Fairburn (1993).

Activities

Seven ways exist to influence your grade in this course. These include five projects required in this course, plus class participation.

1) Paper.

A paper will be due no **later than June 21**. It is permissible to hand in your paper early. Students must chose from one of the paper topics included below.

1. The influence of the therapeutic alliance on outcome in cognitive-behavior therapies.
2. Is the Dodo bird effect true? Are all forms of psychotherapy equally effective or are CBTs more effective than other therapies?
3. Do changes in cognitions precede, co-occur, or follow changes in behavior or emotions?
4. Review the components analysis research on any of the types of CBT. Which aspects of any CBT package are necessary and sufficient for change?
5. Does the inclusion of cognitions produce additional effectiveness to therapy outcome more than the use of behavior therapies alone?
6. Are cognitive interventions better for some symptoms or disorders while behavioral interventions are superior for others?
7. Do the various cognitive constructs presented by the CBT theories (e.g., automatic thoughts, core schema, irrational beliefs, social problem solving skills, self-instructional statements, acceptance, fusion, experiential avoidance, etc.) overlap or compliment each other? Do these constructs have shared or unique variance in predicting emotions or behavior? Does change in one construct produce a change in another construct?

8. Does the empirical evidence support the idea that deep cognitive constructs, such as underlying schema and irrational beliefs cause the more surface cognitive constructs such as automatic thoughts?
9. Does empirical research support the use of homework in CBT?
10. Is the concept of “acceptance” similar or different in the therapies of Ellis, Hayes, & Linehan?
11. Do negative cognitive distortions cause emotional disturbance or do positive cognitive distortion lead to adjustment?
12. Does empirical evidence support the effectiveness of CBT with personality disorders?
13. Does empirical evidence support the effectiveness of CBT with adult bipolar disorder patients?
14. Does empirical evidence support the effectiveness of CBT with adolescent bipolar disorder patients?
15. Does empirical evidence support the effectiveness of CBT with child and adolescent depressed patients?
16. Does empirical evidence support the effectiveness of CBT with schizophrenic and psychotic patients?
17. Do cognitive interventions work in reducing externalized behavioral symptoms in children and adolescents? And if so, what interventions are effective?
18. Do cognitive interventions work for anger and aggression in adults?
19. Are the alternative forms of CBT different in effectiveness? And for what disorders?
20. What evidence exists that efficacious CBTs are effective in clinical practice?
21. IS CBT transferable to people of different ethnic and cultural backgrounds, or is their effectiveness limited to the mainstream American population?
22. What strategies enhance patients’ homework compliance?

Please discuss your paper topic with the instructor before starting work on your paper. Make certain that your paper answers the question posed. You must take

a stand on the answer for credit. You will be graded on your persuasiveness of the answer you provided. Also, your paper should integrate the recent literature on the topic rather than just reporting the results of the articles you review. I expect that you will use recent, primary sources. As scientist practitioners, you will draw conclusions about clinical practice from the literature you review. Your work in this course should reflect this skill. The paper should be no less than 15 pages, and no more than 15 pages.

Please attend to your writing style. Please consult the reference below before you begin writing and let these style guides influence your writing.

Writing Web Sites:

The American Heritage Book of English Usage: A Practical and Authoritative Guide to Contemporary English. This document is available at:

<http://www.bartleby.com/64/>

Strunk, William, Jr. 1918. *The Elements of Style.* This guide is available at:

<http://www.bartleby.com/people/Strunk-W.html>

Most important follow the rules set by George Orwell in his essay Politics and the English Language at <http://www.resort.com/~prime8/Orwell/patee.html>

Or at http://en.wikipedia.org/wiki/Politics_and_the_English_Language

Please try and follows the writing suggestions are the end of Orwell's essay.

2) Treatment Reports.

You will be required to hand in two reports on how you would apply a cognitive psychotherapy to a client you are presently seeing at the Center for Psychological Services or your externship. The report should follow that used by managed care companies for their Outpatient Treatment Reports. It must

include presenting problems, behavioral targets, diagnosis, intervening mediating variables, improvements since treatment began, and a treatment plan.

3) Final Exam.

There will be a final exam. You should expect the final exam to be an essay. You will review the intake information from an actual case and you will be expected to compare and contrast how different theorists within CBT would conceptualize the case and present a treatment plan for each theory. You will be expected to apply the theoretical and empirical work into case conceptualizations and treatment plans. You must display this skill in the fourth year comprehensive exams.

4) Class Participation.

Students are expected to read all of the assignments before class. I hope that you come to class prepared to discuss the material and we can have a collegial discussion. If you have not read the material, no such discussion or debate can occur. You will receive 10 percent of your grade for participation in the discussions. Please come prepared to take advantage of this.

5) Observations of Tapes: The instructor will make available videos or DVD's of cognitive behavior therapy sessions. Each student is responsible to watch 10 of these demonstrations over the semester and hand in an evaluation form. This assignment allows students to observe multiple models of doing psychotherapy.

6) Book Report: A three-page book report will be required on the extra book you will read.

7) Relational Frame Theory Tutorial

The final grade will be determined as follows:

Paper:	25%
Observation of tapes	20%
Rx reports:	10%
Class participation	10%
Final exam:	30%
RFT tutorial	5%
Total	100%

The University policy states that a grade of “incomplete” can be given in a graduate course at the *discretion* of the instructor. I am not inclined to offer such grades. If you believe you are unable to meet the requirements of this course, speak with me as soon as possible. You can negotiate and INC grade. However, the time to complete the course work must be specified before hand and measured in of weeks, not months.

Plagiarism or cheating is grounds for a zero in an assignment.