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# CO 740 Cognitive-Behavioral Therapy

Janet B. Dean

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## Syllabus

**Course:** CO740 O1 (SP 2009)  
**Title:** Cognitive-Behavioral Therapy  
**Hours:** 3.00  
**Published:** Yes, on 02/02/2009  
**Prerequisites:**

*None*

**Department:** Counseling  
**Faculty:** Mrs. Janet Dean



Email: [janet.dean@asburyseminary.edu](mailto:janet.dean@asburyseminary.edu)  
Office:  
SPO:

### Meetings:

During 02/09/2009 to 05/22/2009 on Thursday from 2: 30p to 5: 15p in EXLEXL.

### Maximum Registration: 15

**Catalog Description:** This course examines the theory and practice of cognitive-behavioral approaches to psychotherapy. As such, it will cover several cognitive-behavioral theories and their application to treating a variety of psychological difficulties. Attention will be given to the techniques of this approach so that students can understand and apply them in counseling. Christian insights will be noted where applicable.

### Objectives:

This course examines the theory and practice of cognitive-behavioral approaches to psychotherapy. As such, it will cover several cognitive-behavioral theories and their application to treating a variety of psychological difficulties. Attention will be given to the techniques of this approach so that students can understand and apply them in counseling. Christian insights will be noted where applicable. **Course Goals:** As a result of completing this course, students shall: · Gain an understanding of the relationship of Christian principles to cognitive-behavioral approaches. · Develop an understanding of the theoretical formulations of various cognitive-behavioral theories. · Gain first-hand experience with the techniques of cognitive-behavioral methods.

### Required Texts:

- Dobson, Keith, S.(ed.). (2001). *Handbook of cognitive-behavioral therapies*. (2<sup>nd</sup>. ed.). New York: Guilford Press. (446 pages). ISBN 57230-863-X
- Leahy, Robert, L. (2003). *Cognitive-behavioral Techniques*. New York: Guilford Press. (358 pages) ISBN 57230-905-9
- Course lecture outlines, available on ATS Virtual Campus

### Recommended Texts:

- Wright, Basco, & Thase (2006). *Learning Cognitive-Behavior Therapy*, Washington, DC: American Psychiatric Association (with DVD)

\*\* Additional recommended reading sources are indicated in the daily course schedule. This list includes racial minorities as well as female authors.

## Course Requirements:

- 1. **Regular attendance** and active participation are very important to the mastery of course material, particularly the lab portion. You are expected to be punctual and in attendance. You should only be absent in emergencies, including illness, family death, or similar unavoidable situations. Absences, except in emergencies, will adversely affect your participation grade.
- 2. **Participation - 5% of final grade**  
You are expected to participate in class exercises. Participation will be evaluated based on level of activity, quality of content, evidence of learning and skills, and facilitation of the group process.
- 3. **Completion of Reading Requirement** - You are to read 1200 pages of materials, including class texts, that are directly related to this course material. A report of the reading should be presented on the last day of class. Failure to complete the required reading fully will result in incremental grade reduction.
- 4. **Midterm Exam - 25% of final grade**
- 5. **Research Paper - 20% of final grade** - You are to complete research paper, approximately 15 pages in length, on a topic of your choice in the area of cognitive behavioral therapy. Some past examples include: a cognitive-behavioral approach or theorist not discussed in the class (David Barlow, Christine Padesky) or the cognitive-behavioral approach to treating some clinical problem, such as depression, panic disorder, Borderline personality disorder, etc. In this paper, you should include the following:
  - a. General overview of the theory or approach (and, if relevant, general description of the clinical problem)
  - b. Understandings of clinical problems & health
  - c. Counselor's stance/role
  - d. Major components of treatment
  - e. Typical progression of sessions
  - f. Techniques and their therapeutic purposes
  - g. Relevant Christian insights and implications
  - h. Empirical support for the effectiveness of theory /approach
  - i. A personal critique of the theory/approach
- 6. **Three Case Conceptualizations - 25% of final grade (each is worth about 8.3%)** -Completion of a case formulation and a cognitive-behavioral treatment plan based on cases supplied by the course instructor.
- 7. **Final Exam - 25% of final grade.** This exam will be largely objective in format.

## Additional Readings:

Weeks 1 & 2

Jones, S. L., & Butman, R.E. (1991). Cognitive-behavioral Therapy. In S.L. Jones & R.E. Butman, *Modern Psychotherapies*. (pp.196-225). Downers Grove, IL: Intersarsity Press. (30 pages)

Tan, S. Y. (1987) Cognitive-behavior therapy - A biblical approach and critique. *Journal of Psychology & Theology*, 15(2), 103-112. (10 pages)

Weeks 3-5

Splegler, M. D., & Guevremont, D. C. (2002). *Contemporary Behavior Therapy* (4<sup>th</sup> ed.). Wadsworth Publishing.  
ISBN: 053454651X (608 pages)

Thorpe, G. L., & Olson, S. L. (1997). *Behavior Therapy: Concepts, Procedures, and Applications* (2<sup>nd</sup> Ed.)  
Allyn & Bacon. ISBN: 0205193382 (483 pages)

Week 6

Ellis, A. (2001). *Overcoming Destructive Beliefs, Feelings, and Behaviors: New Directions for Rational*

*Emotive Behavior Therapy*. Prometheus Books. ISBN: 1573928798 (419 pages)

[Ellis, A.](#), & [Mackaren, C.](#) (1998). *Rational Emotive Behavior Therapy: A Therapist's Guide* (Practical Therapist Series).

Impact Publishers. ISBN: 1886230129 (166 pages)

Weeks 9 & 10

[Beck, A.T.](#), [Rush, A. J.](#), [Shaw, B. F.](#), & [Emery, G.](#) (1987). *Cognitive Therapy of Depression*. Guilford Press.

ISBN: 0898629195 (425 pages)

[Beck, J. S.](#) (1995). *Cognitive Therapy: Basics and Beyond*. Guilford Press. ISBN: 0898628474 (353 pages)

Weeks 11 & 12

[Lazarus, A. A.](#) (1989). *The Practice of Multimodal Therapy: Systematic, Comprehensive, and Effective*

*Psychotherapy* (2<sup>nd</sup> ed.). Johns Hopkins University Press. ISBN: 0801838118 (304 pages)

[Young, J. E.](#), [Weishaar, M. E.](#), & [Klosko, J. S.](#) (2003). *Schema Therapy: A Practitioner's Guide*. Guilford Press.

ISBN: 1572308389 (436 pages)

Week 14

[Meichenbaum, D.](#) (1977). *Cognitive-Behavior Modification: An Integrative Approach* (Plenum Behavior Therapy).

Kluwer Academic Publishers. ISBN: 0306310139 (308 pages)

[Meichenbaum, D.](#) (1985). *Stress Inoculation Training* (Psychology Practitioner Guidebooks). Allyn & Bacon.

ISBN: 0205144187 (128 pages)

Self Help Books

[Burns, D. D.](#) (1999). *The Feeling Good Handbook* (revised edition). Plume Books. ISBN: 0452281326 (736 pages)

[Greenberger, D.](#), & [Padesky, C.](#) (1995). *Mind Over Mood: Change How You Feel by Changing the Way You Think*.

Guilford Press. ISBN: 0898621283 (243 pages)

## Evaluation:

### Course Evaluation:

The grading guidelines found in the 2008-2009 catalog will be used for grade assignment.

The 4.00 point system is used to compute grade point standing. The grading system is:

A	4.00	94-100%	Exceptional work: surpassing outstanding achievement of course objectives.
A-	3.70	90-93.9%	
B+	3.30	87-89.9%	
B	3.00	83-86.9%	Good work: strong, significant achievement of course objectives
B-	2.70	80-82.9%	
C+	2.30	77-79.9%	
C	2.00	73-76.9%	Acceptable work: basic, essential achievement of course objectives
C-	1.70	70-72.9%	
D+	1.30	67-69%	
D	1.00	63-66.9%	Marginal work: inadequate, minimal achievement of course objectives
D-	0.70	60-62.9%	

F 0.00 59.9% & below Unacceptable work: failure to achieve course objectives

## Course Policies

### Feedback

*Timely:* For assessments of student work during the course of the academic term, the expectation of "timely"

feedback is met when students have their work marked, graded, and returned within one week of its submission. Moreover, when assignment "B" builds on assignment "A," assignment "A" should be returned

before assignment "B" falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

*Substantive:* For assessments of student work during the course of the academic term, the expectation of

"substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

### Submitted Written Papers.

- *APA Format.* All written material should conform to style and form set forth in the Publication Manual for the American Psychological Association, 5<sup>th</sup> ed. Also, all written material should be produced with a standard 12-point font, typed, double-spaced with a one-inch margin.
- *Writing Quality.* Grades for written material will be partially based on quality of writing, clarity of thought, and logical development. Points will be deducted for common spelling and grammatical errors. See list posted on Virtual Campus.
- *Form.* Written materials should be submitted in electronic format by the due date. Electronic submissions should be Word documents or text documents attached to an email. Papers will NOT be accepted in hardcopy (paper format).
- *Timeliness.* Students should submit written material on time; late papers will receive no written comments and the grade will be reduced by 3% for each day late.
- *Self-Disclosure.* In class interactions, some self-disclosure and personal examination may occur; this should be kept appropriate to the classroom situation. These interactions fall under the umbrella of confidentiality and members will be expected to abide by this ethical standard.
- *Incompletes.* Thinking about incompletes? Seminary guidelines indicate that "A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment" (*Catalog*, 32). Incompletes will only be granted in extreme situations, so be sure to plan for ordinary emergencies and busyness.
- *Withdrawals.* If you decide to withdraw from the course, you should file forms in the Registrar's Office according to seminary deadlines.
- *Academic Integrity.* Students are expected to follow seminary policy with regard to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom are required. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).
- *Problems.* If you are having difficulty in this course for ANY reason, please speak to me as soon as possible.
- *Special Needs.* Materials can be made available in alternate formats. Please inform me of any special needs you may have.
- *Scheduling.* The instructor reserves the right to make modifications to the course schedule as necessary.

## Online Section Descriptions and Communication Guidelines

The Virtual Classroom is built upon the open-source Moodle platform. By logging into <http://one.asburyseminary.edu> and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me

throughout the course. The following are functions with which you should familiarize yourself:

- 1. The **Course Information Center** contains many features to be used throughout the semester:
  - a) **Course News and Announcements**, where I will post items important for the entire class;
  - b) **Syllabus**, where a copy of the syllabus is provided;
  - c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
  - d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
  - e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
  - f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
- 2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

## Virtual Support Contact Information

For **technical support, library research support, library loans, and Virtual media** contact Information Commons:  
[Info\\_Commons@asburyseminary.edu](mailto:Info_Commons@asburyseminary.edu) Phone: (859) 858-2233; Toll-free: (866) 454-2733

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale:  
[ExL\\_Office@asburyseminary.edu](mailto:ExL_Office@asburyseminary.edu) Phone: (859) 858-2393

## Accessing Information Commons Materials

### 1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>

### 2. Materials Requests:

a. To search the library catalog for available materials, click here:

<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

### 3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

### 4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

## Copyright Policies

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## Class Schedule:

WEEK	READING	TOPICS	WHAT'S DUE
WEEK 1 - Feb 12	Dobson Ch 1, 4 Wright Ch 1, 9	The History of Cognitive Behavioral Approaches	
WEEK 2 - Feb 19	Dobson Ch 5	Christian Principles in Cognitive Behavioral Method	Extra Reading
WEEK 3 - Feb 26	Dobson Ch 3 Wright Ch 2-4	Cognitive-Behavioral case formulation Video: Individualized Case Formulation and Treatment	Extra Reading
WEEK 4 - Mar 5	Dobson Ch 4, 7 Wright Ch 10-11	The Structure of CBT Therapy Video: The Structure of the Therapy Session	Extra Reading
WEEK 5 - Mar 12	Dobson Ch 7 Wright Ch 6-7	Behavior Therapy Videos: Activity Scheduling, In a Panic	Extra Reading
WEEK 6 - Mar 19	Dobson Ch 9 Wright Ch 5	Rational Emotive Behavior Therapy Videos: Conversations with Albert Ellis, Actualization Therapy	Behavior Case Conceptualization Due
WEEK 7 - Mar 26		<b>Mid Term Exam</b>	
WEEK 8 - Apr 9		<b>Spring Break</b>	
WEEK 9 - Apr 16	Dobson Ch 10 Leahy Ch 3-5	Cognitive Therapy - Beck	Extra Reading
WEEK 10 - Apr 23	Leahy Ch 1, 2	Assessing and Dealing with Thoughts Video: Use of the Thought Record	REBT or CBT Case Conceptualization Due
WEEK 11 - Apr 30	Leahy Ch 5-6	Multimodal Therapy Videos: Multimodal Therapy, The Assessment Therapy Connection, Use of Bridging and Tracking	Extra Reading
WEEK 12 - May 7	Dobson Ch 11	Schema Therapy Video: Schema Change Methods	Research Papers Due

	Leahy 7-8 Wright Ch 8		
WEEK 13 - May 14	Dobson Ch 6 Leahy Ch 9-12	Stress Inoculation Training Video: Mixed Anxiety and Depression	Extra Reading
WEEK 14 - May 21		<b>FINAL EXAM</b>	MMD, Schema, or SIT Case Conceptualization  Due