

AUBURN UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING
SYLLABUS
Summer Semester 2012

Course #: COUN 8620-003
Course Title: Advanced Theory: Cognitive Behavior Therapy
Credit Hours: 3 credit hours
Co/Prerequisites: None
Corequisites: None
Date Syllabus Prepared: May 2012

Instructor: Melanie M. Scherer Iarussi, Ph.D., LPC
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Office Hours: Tuesday and Thursday 2-4pm

Doctoral Student Co-Instructor: Sherrionda (Tasha) Heard, M.Ed.
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Texts:

Required:

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). New York: Guilford Press.

Recommended:

Kendall, P. C. (2011) *Child and adolescent therapy: Cognitive-behavioral procedures* (4th ed.). New York: Guilford.

Leahy, R. L. (2003). *Cognitive therapy techniques: A practitioner's guide*. New York: Guilford Press.

Ledley, D. R., Marx, B. P., & Heimberg, R.G. (2010). *Making cognitive-behavioral therapy work*. New York: Guilford Press

Course Description:

An intensive study of Cognitive Behavioral theories and their application to the counseling process as well as an examination of outcome research relating to the use and application of these theories and techniques. Class format will include lecture, group discussions, case and videotaped counseling practice analysis, class presentations and assignments designed to increase student's knowledge and understanding of cognitive behavioral counseling theories and their application to counseling practice.

Course Objectives:

Upon completion of this course, students will be able to:

1. Demonstrate advance knowledge and skills related to cognitive behavioral theories and techniques;
2. Ability to integrate cognitive behavioral theories and techniques into counseling practice;
3. Demonstrate understanding of the principle tenets of cognitive behavioral theory;
4. Describe and understand the assessment and evaluation measures and practices uses in cognitive behavioral theories;
5. Identify outcome and related research examining the use of cognitive behavioral theories in counseling practice;
6. Demonstrate an understanding of the implications of individual diversity in the practice and application of cognitive behavioral.

Course Requirements:

1. **Class preparation.** Reading of text, assigned articles, and handouts.
2. **Class attendance.** You are allotted one excused absence (i.e., you notify me before you are gone). If you plan to be gone one week, save your absence for that week. Additional absences will result in a 10 pt. deduction from your overall grade.
3. **Class participation.** Students will participate in in-class activities and assignments.
4. **Course Assignments:** Course assignments are to be completed and turned in to the course instructor by the start of class time on the due date. Late assignments will be deducted 10% of the total grade of the assignment per day late. Students will base the following assignments on their work with one hypothetical client described in case studies provided to students.
 - a. **CBT Toolbox.** Students will be asked to develop a counselor's toolbox. This is a series of electronic documents that contains interventions and strategies that a counselor can use in therapy (in session or as homework). Interventions chosen must be relevant to the client's specific disorder and must be based on course readings and additional readings or sources (e.g., CBT programs/manuals). A reference list must be provided, including at least 3 sources for the entire toolbox. During the final class meeting, students will present a summary of their toolbox to the class. The toolbox will consist of the following sections and include the noted contents:
 - i. Assessment: Assessment, rational
 - ii. Initial Sessions: 2 interventions/strategies, rationale, evaluation/outcomes
 - iii. Middle Sessions: 2 interventions/strategies, rationale, evaluation/outcomes
 - iv. Advanced Sessions: 2 interventions/strategies, rationale, and evaluation
 - b. **Skill Demonstration.** Students will participate in two counseling sessions that demonstrate theory-based interventions. Each student will record two 45-50 minute counseling sessions that demonstrate the specific skills noted below, and where appropriate, integrate techniques from their toolbox:
 - i. Midterm - Gather information about the presenting problem; Conduct an assessment; Engage in at least one intervention appropriate for initial sessions.
 - ii. Final - Collaboratively establish a treatment plan with client. Adhere to structure of sessions. Engage in at least two interventions appropriate for middle and advanced session (e.g., identify and modify intermediate beliefs, identify and modify core beliefs, use additional CBT techniques such as behavioral activation, imagery, homework).
 - c. **Reflection Papers.** Following each skill demonstration assignment, students will write a paper (2+ pages) that explains what techniques they used in the session, their rationale for using these techniques, their evaluation of how well the intervention worked and the evidence for this, and what they might do differently if given the opportunity.

Grading and Evaluation:

Tool Box:

Assessment	10
Initial session	30
Middle session	30
Advanced session	30

Video-recorded demonstrations of counseling skills:

Midterm Demonstration	40
Final Demonstration	40

Reflection papers:

Session 1	10
Session 2	10

Total	200
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The following scale will be used:

90-100%	= A
80-89.9%	= B
70-79.9%	= C
60-69.9%	= D
Below 60%	= F

Class Policy Statements:

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook www.auburn.edu/studentpolicies for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook www.auburn.edu/studentpolicies will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. Model and nurture intellectual vitality
8. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

Justification for Graduate Credit:

This course includes advanced content crisis intervention. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

SYLLABUS DISCLAIMER:

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

Course Schedule:

Class	Date	Content	Readings/Assignment
1	5/17/12	Introduction and overview of course Introduction to CBT & Overview of Treatment	Ch. 1 & 2
2	5/22/12	Cognitive conceptualization Assessment and evaluation session	Ch. 3 & 4
3	5/24/12	Structure of the first session Behavioral activation	Ch. 5 & 6 Toolbox Assessment Due
4	5/29/12	Treatment planning Session 2 and beyond: Structure and format Problems with structuring the therapy session	Ch. 19, 7 & 8
5	5/31/12	Homework Identifying automatic thoughts Identifying emotions	Ch. 17, 9 & 10 Tool box Initial Sessions Due
6	6/5/12	Evaluating and responding to automatic thoughts	Ch. 11 & 12 Midterm Demonstration & Reflection Paper Due
7	6/7/12	Identifying and modifying intermediate beliefs Identifying and modifying core beliefs	Ch. 13 & 14 Toolbox Middle Sessions Due
8	6/12/12	Additional CBT techniques Imagery	Ch. 15 & 16
9	6/14/12	Termination and relapse prevention Problems in therapy	Ch. 18 & 20 Toolbox Advanced Sessions Due
10	6/19/12	Progressing as a CBT therapist	Ch. 21 Final Demonstration & Reflection Paper Due Toolbox Summary Presentations