Cognitive-Behavioral Psychotherapy

The University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology

PSY 6/7340
Spring, 2016
University Hall 1610
11:00 am - 1:30 pm Monday

Contact Information

Instructor: Peter G. Mezo, Ph.D.
Email: peter.mezo@utoledo.edu

Outside of speaking with me face-to-face, email is the best way to reach me. Please allow up to 24 hours for a reply during business days.

Office location: University Hall, Room 1880A
Office hours: Monday: 10 am – 11 am and 1:30 pm – 2 pm; Thursday: 2 pm – 4:30 pm; Friday 9:30 am – 10:30 am. Also by appointment.

Course Catalog Description

Presentation and exploration of the theory and techniques of cognitive-behavioral assessment and therapy. Emphasis on understanding the theoretical and empirical base for cognitive-behavioral interventions and implications for application in clinical and clinical-research settings.

Course Overview

The purpose of this course is to provide a comprehensive overview of cognitive-behavioral theory and therapy in the context of various forms of psychopathology. Weekly readings will support our discussion and exploration of cognitive-behavioral concepts and techniques. Cognitive-behavioral therapy will not be characterized as a ‘school’ of therapy, but rather as an inclusive orientation to therapy that emphasizes psychological research as the litmus test for therapeutic actions. In addition, course time will be spent actively engaged with the material to deepen our understanding and to promote insightful learning. It is my hope that this course will generate an appreciation for the theoretical and practical value of cognitive-behavioral perspectives.

Prerequisite

None

Course Goals

By the end of the semester, you should be better able to:
• Appreciate cognitive-behavioral psychotherapy as a fundamentally science-based approach
• Observe the usefulness of a cognitive-behavioral perspective in conceptualizing and treating psychopathology
• Understand the importance of applied research practice, discussion, and experiential discovery in gaining expertise in cognitive-behavioral psychotherapy

Learning Outcomes

Based on these course goals, the desired learning outcomes include:
• Apply cognitive-behavioral theory and principles to the conceptualization of psychopathology and distress
• Demonstrate knowledge of the research literature pertaining to cognitive-behavioral interventions as applied to diverse types of psychopathology
• Analyze and synthesize the current research base of cognitive-behavioral interventions to identify gaps and potential future directions
• Engage in collegial and supportive discussion and experiential activities to achieve deeper understanding of course concepts

Grading

The grading of this course will be based on the extent to which the learning outcomes have been achieved. The modalities that will be used to achieve an estimate of the learning outcomes will include:

(1) An analysis and application of cognitive-behavioral principles to the film Ordinary People (1980). Written document will be approximately 5 to 10 double-spaced pages. Worth 15% of final grade.

(2) Ongoing class participation and substantive contribution to class discussion and experiential activities. Worth 10% of final grade.

(3) Oral final exam, to be scheduled outside of class time, to assess comprehension and articulation of cognitive-behavioral theory and therapy and its research base. Worth 25% of final grade.

(4) Group presentation based on a consultation exercise in which a gap in the literature is identified through a literature review, and a method to address that gap is outlined. Further elaboration will be provided in class. Worth 20% of final grade.
Individual consultation paper based on the group presentation. Written document will be approximately 15 to 20 double-spaced pages. Further elaboration will be provided in class. Worth 30% of final grade.

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Consistent with the degree of graduate training received to date, students enrolled in PSY 7340 will have a somewhat higher threshold for achievement than students enrolled in PSY 6340.

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan. 11</td>
<td>Introduction and syllabus</td>
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<td>Jan. 25</td>
<td>View the film Ordinary People (1980)</td>
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<td>Feb. 1</td>
<td>Cognitive Behavioral Therapy: history, premises, and interrelationships</td>
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<td>Feb. 8</td>
<td>Anxiety disorders: Fear</td>
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<td>Feb. 15</td>
<td>Anxiety disorders: Worry and trauma</td>
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mindfulness based stress reduction for anxiety disorders. Behaviour Research and Therapy, 51, 434-442


Feb. 22

Obsessive-Compulsive and Impulse disorders


Rothbaum – Manual for treatment of trichotillomania (to be provided by instructor)

Assignment due: Analysis of Ordinary People (1980)

Feb. 29

Depressive disorders


Mar. 14 Substance use disorders


Mar. 21 Mania, schizophrenia, and other psychotic presentations


Mar. 28 Eating disorders

nervosa. British Journal of Clinical Psychology, 43 (1), 1-16.


Sexual and sleep pathology


Apr. 4

Personality disorders: Clusters A and C


Beck - Cognitive Therapy of Personality Disorders (to be provided by instructor)

Apr. 11

Personality disorders: Cluster B

Bedics, J.D., Atkins, D.C., Comtois, K.A., & Linehan, M.M. (2012). Treatment differences in the therapeutic relationship and introject during a 2-year randomized controlled trial of dialectical behavior therapy versus
nonbehavioral psychotherapy experts for borderline personality disorder. Journal of Consulting and Clinical Psychology, 80, 66-77.


Apr. 18 Behavioral Medicine


Apr. 25 Summary and future directions
Group consultation presentations

May 9 Assignment due: Consultation paper