Instructor: Dr. Eva Gilboa-Schechtman,
Room 39, phone: 531-8744.
e-mail: gilboae@mail.biu.ac.il
Office Hours: Monday 2:30-3:30.
You are encouraged to contact me by e-mail for any problem or clarification.

Course objectives and format: This course is designed to gain personal and direct experience with the philosophy, theory, and practice of cognitive-behavioral therapy (CBT). Readings and lectures will address theory, assessment (as it relates to treatment), and intervention techniques. In-class activities will include lectures, student presentations, discussions, video presentations, and therapy simulations. The course will also address the empirical evaluation of behavior therapies and provide background in critically evaluating therapy research. Although this course will in no way provide a comprehensive coverage of the cognitive-behavioral tradition, it is intended to provide an introduction to this area of psychotherapy and to prepare students to further explore these therapies on their own and in subsequent supervised practica.

Evaluation:

- Class participation and attendance - 10%
  The class will be greatly enhanced by your participation. Please come to class prepared to contribute to discussions of the assigned reading.

- Class presentation – 15%
  Each week, a pair of individuals will be asked to make a brief (30 minute) summary and discussion of the topic of that week’s lecture.

- Self-change project - 70% (10 X 7) **
  Consider this to be the CBT analog of self-analysis. Early in the course you will select a goal for your self-change project (some ideas for that project will be discussed in class). During the course you will submit (a) description of the self-change goal (present state, desired state); (b) summary of the assessment period about the to-be-changed actions/thoughts.

- Final exam – 5%.
  The final exam will evaluate your ability to think critically about the presented material.

** The alternative assignment to those who don’t want to do a self-change project is to write an updated literature review and critique (Clinical Psychology Review format and length, i.e., about 25 pages). The topic would be either cognitive origins of one of the main Axis I disorders, or the efficacy and effectiveness of CBT for one of these I disorders. Please coordinate with me the exact topic and format.
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1. Overview and introduction</td>
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<tr>
<td>2. Brief theoretical introduction to cognitive behavioral therapy (CBT)</td>
<td>Set goals</td>
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<td>3*. Initial interview, case conceptualization, and treatment planning</td>
<td>Prepare for change: List advantages and disadvantages of change.</td>
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<td>4*. Cognitive restructuring I: Unipolar Depression and Panic Disorder</td>
<td>Increase Self-knowledge: Observation and Recording</td>
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<td>5*. Cognitive restructuring II: Unipolar Depression and PTSD</td>
<td>Collect baseline data: Record Antecedents, Behavior, Consequences (ABC)</td>
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<td>6*. Exposure I: PTSD and Panic Disorder</td>
<td>Increase Motivation: Define rewards and identify obstacles.</td>
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<td>7*. Exposure II: PTSD and Panic Disorder</td>
<td>Cognitive Restructuring 1: Use cognitive restructuring to work on major obstacles to change.</td>
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<td>8*. Scheduling of activities: Severe depression and suicidality</td>
<td>Plan revision 1: Revise ABC</td>
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<td>9*. Overcoming resistance and planning for failure: Treating OCD</td>
<td>Cognitive Restructuring 2: Conduct cognitive restructuring on thoughts surrounding change.</td>
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<td>10*. Tolerance and containment: Treating personality disorders</td>
<td>Plan revision 2: Learn from mistakes.</td>
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<td>11*. Termination and treatment effectiveness</td>
<td>Evaluation: Preventing relapse and planning for termination.</td>
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*Student Presentations during class. The presenters need to read and integrate all the readings for that week’s class. The rest of the class needs to read the bolded reading only.
Readings

2. Brief theoretical introduction to cognitive behavioral therapy (CBT)


3. Initial interview, case conceptualization, cognitive assessment and treatment planning


4. Cognitive Restructuring: Treatment Examples I


5. Cognitive Restructuring: Treatment Examples II


6. Exposure -- Treatment Examples I


7. Exposure -- Treatment Examples II


8. Scheduling of Activities: Severe depression and suicidality


9. Resistance in CBT: Treating OCD


10. Tolerance, Containment, and Commitment: Treating Personality Disorders


11. Termination and Beyond: Termination and treatment effectiveness

Chapter 15: Termination and relapse prevention.

Reading for the Self-change project