Instructor: Greg Crosby MA, LPC, CGP.
Email (gregc1112@aol.com)
W 503-331-5256
Dates of class:
October 7,14 (9-5:30)
Nov 4,18 (9-5:30)

Course Description:
Review of the history, theory and research on cognitive-behavioral methods in counseling and psychotherapy. Specific methods and applications are reviewed for children, adolescents and adults in mental and emotional disorders, personality disorders, and relationships and interpersonal functioning.

Texts:
Cognitive Therapy: Basics and Beyond by Judith Beck PhD
Undoing Perpetual Stress by Richard O’Connor PhD.

Eight journal articles will be passed out in class.
Bibliography will be passed out in class.

Goals:
To formulate a case conceptualization model to CBT.
To integrate a bio/psycho/social model of treatment to CBT.
To understand the importance of the therapeutic alliance into CBT.
To learn CBT methods and strategies.
To delineate similarities and differences in treatment applications with adults, teens and children.
To focus on relapse prevention.

Content Outline Overview
History of CBT: Tracing Eastern and Western Roots
Research on CBT
Cognitive and Behavioral Conceptualization
Case Conceptualization Model as a key to treatment.
Bio/Psychosocial Model of CBT
Brain Science and CBT
Structure and format of sessions
Behavioral interventions from a bio/psycho/social model of CBT
   Diaphragmatic breathing
   Noting pleasantness
   Pleasant activities
   Sleep hygiene
   Identifying triggers
Outline continued:
Behavioral interventions bio/psycho/social continued:
Social network mapping
Exercise
Cue control stimulus response
Desensitization

Cognitive Interventions
Identifying automatic thoughts and identifying schemas.
Responding to automatic thoughts
Exploring methods to enhance the automatic thought record.
Multiple intelligences and CBT
Homework guidelines in CBT
Mindfulness and CBT
Applications to other disorders for adults AXIS I and AXIS II
Applications with children and teens.
Relapse Prevention
Problems of CBT
Future of CBT

Methods of evaluations:
Write one 8-10 page CBT application paper.
Include case study or examples, delineate key CBT steps you perceive in the treatment process. Demonstrate different ways to use CBT: behavioral, cognitive and mindfulness. You can make this fun and creative if you wish. More information will be passed out in class regarding paper.
Grades are based on:
Attendance 20%
Paper 80%

Grading:
90-100 A
80-89 B
70-79 C
60-69 D
59-0 F

The standard grading scale of 90% or better being an A; 80% or better being a B will be used. Competent graduate level work is generally understood to be at a B level and exemplary graduate level work at an A level.

Paper due: Dec. 8
Deliver or mail paper to:
Greg Crosby
Counseling Psychology Dept.
Lewis and Clark College
Readings:
Oct. 7 and 14 Chapters 1-11 in Cognitive Therapy and chapters 1-7 in Chapters 1-5 Undoing Perpetual Stress

Nov 4 and 18 : Chapters 12-18 in Cognitive Therapy and chapters 6-11 Undoing Perpetual Stress.

Diversity:
Diversity is a key component in mental health treatment. Students will be taught how to skillfully and sensitively use CBT methods with diverse populations.

Notification to the school of any and all types of personal needs, physical, emotional and learning difficulties and/or needs related to American with Disabilities Act is the sole responsibility of the student. All reasonable efforts will be made to accommodate individual needs.