

## ***Syllabus for Cognitive Behavioral Therapy (Psychology 282)***

Spring 2020 California State University, Fresno

4 units

Location: S2 238

Tuesday and Thursday: 1:00 pm -2:50 pm

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Instructor: Hong Ni, Ph.D.

Work e-mail: [hongni@csufresno.edu](mailto:hongni@csufresno.edu)

Phone: 559-278-1726

Office hours: Monday: 1pm – 3:00 pm; Tuesday: 11am-1:00 pm; Thursday: 12 pm-1:00 pm

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### **Introduction and Course Description**

This course provides an overview of cognitive-behavioral treatments appropriate for use in school settings. Primary focus is on counseling/therapy skill acquisition and application. Specific cognitive approaches will be taught. Multicultural, legal, and ethical issues pertaining to treatment selection and practice will be discussed.

### **Prerequisites**

A course in learning or behavior modification and permission of the professor, or admitted to the School Psychology Program.

### **Required Textbooks and Materials**

Creed, T., Reisweber, J., & Beck, A. (2011). *Cognitive therapy for adolescents in school settings*. New York: Guilford.

Murphy, J. (2008) *Solution-focused counseling in schools. 3<sup>rd</sup> Edition*. American Counseling Association: Alexandria, VA

#### **Notes about designated readings:**

Students will be divided into groups to read assigned materials to maximize the depth of the reading and facilitate peer interactive learning in class discussions. Students will complete the guiding questions on Google Slides for their reading to share with others who didn't read the specific readings. Please read class schedule carefully for your reading group and make sure you read the right materials.

### **Major Assignments**

1. CBT skills Role-play (4.4-P, A): Specific cognitive and behavioral techniques will be role-played by each student and practiced during class time.

Specific skills for role play: CBT model education, eliciting automatic thoughts, coping statement, problem solving, cognitive restructuring

2. Book report presentation: (4.0, 4.1, 4.2, 4.3, 4.4-I) This class will spend most of class time on SFT and CBT skills and techniques. To broaden the coverage of the class (e.g., school-based mental health practices) and deepen students' knowledge about counseling and therapy with children and youth in school settings, students are required to complete reading an assigned book/curriculum and present the book/curriculum to the class (a half-hour class presentation on designated topics). Students will share the presentation PowerPoint and articles with the rest of the class. See the rubric for book report presentation.

Book and curriculum list:

- 1) Macklem, G. (2011). *Evidence-based school mental health services*. New York, NY: Springer
  - 2) Huberty, T. (2012). *Anxiety and depression in children and adolescents: Assessment, intervention, and prevention*. New York, NY: Springer
  - 3) King, C., Foster, C., & Rogalski, K. (2013). *Teen suicide risk: A practitioner guide to screening, assessment, and management*. New York, NY: Guilford Press.
  - 4) Cohen, J., Mannarino, A., & Deblinger, E. (2012). *Trauma focused CBT for children: Treatment applications*. New York, NY: Guilford Press.
  - 5) Williams, S. & Zahka, N. (2017). *Treating somatic symptoms in children and adolescents*. New York, NY: Guilford Press.
  - 6) Doll, B., Brehm, K., & Zucker, S. (2014). *Resilient classrooms: Creating healthy environment for learning*. New York, NY: Guilford Press.
  - 7) Willard, C & Saltzman, A. (2015). *Teaching mindfulness skills to kids and teens. Teaching mindfulness skills to kids and teens*. New York, NY: Guilford Press.
  - 8) Strong kids curriculum
  - 9) Mind-up curriculum
  - 10) Mazza, J., Dexter-Mazza, E., Miller, A., Rathus, J., Murphy, H., & Linehan, M. (2016). *DBT skills in schools: Skill training for emotional problem solving for adolescents (DBT-STEPS-A)*. New York, NY: Guilford Press.
  - 11) Lochman, J, Wells, K., & Lenhart, L. (2008). *Coping power: Facilitator guide*. New York, NY: Oxford University Press.
3. Develop CBT and counseling skills with children: (4.0, 4.4-P, A)
- a. Each student will work with the practicum supervisor to secure a counseling case in order to complete this course. Initiation, communication, and collaboration with the supervisor are vital in this process. For a successful learning experience, the deadline for securing a counseling case is Feb. 21, about one month after the school starts.
  - b. Students turn in two recorded audio CBT sessions that they view as best representing their skills. **Turn in two audio recordings only. No transcript is required.**
    - i. Need to include discussions on one of the following:

1. a cognitive technique,
2. a behavioral technique.

The audio sessions will be graded based on the overall counseling skills and the students' own rubrics.

**Sessions shorter than 15 minutes or longer than 30 minutes will not be graded and score 0.**

- ii. Students will develop their own rubric/specific goals for each session according to their case progress. Each rubric has to address both your counseling skills and the specific goals for the session. The self-designed rubric has to include at least a total of 4 items for the session goal and 3 items for your counseling skills. Examples of rubrics are provided to give you ideas. However, **please use the rubric template. Rubric not following the template will score 0. Submit rubric online.**
- iii. Self-evaluation: Use the self-designed rubric to discuss your strengths and weakness/needs. Students will write a one-page (double space) narrative evaluation in addition to the ratings and comments in the rubric form. **Please submit self-evaluations online.**
- iv. Peer-evaluation: Each of you will let your peer evaluator listen to your session. Give your peer the self-designed rubric to evaluate your session. Students will write a one-page (double space) narrative evaluation in addition to the ratings and comments in the rubric form. **Please submit peer-evaluations online.**

**Student will be paired up for peer evaluation and in-class consultation based on their cases. Similar cases would be grouped together.**

4. Case presentation (4.0, 4.1, 4.2, 4.4-P, A) : By the end of the semester, students present their cases. The content of the case presentation includes (but is not limited to): background information, major problems addressed, cognitive techniques you used, progress of the sessions, behavioral intervention used, what to do differently, why terminate if you do, a summary (5 major points of your views) of your development as a therapist in a school setting over the course of the semester. Each presentation must be minimum 25 minutes and maximum 30 minutes. (See presentation rubric)

***Submit ALL assignments through Canvas. All assignments are due at 5:00 pm on the day as indicated in class schedule.***

***Title example for all assignments: John—First CBT case recording, John—self-evaluation, John—peer evaluation of Mike, etc.***

## Grading

Professional conduct and ethical behavior are expected at all times. Such issues include but are not limited to professional dress, punctuality, and tact during the related field experience (test and evaluation); the ability to accept constructive criticism and suggestions; interpersonal relationships with fellow students and the Professor (including respectfulness to the Professor); promptness in turning in assignments; and overall maturity, independence, and skill level. Unprofessional behavior will result in an individual meeting with me, and a determination of the appropriate action will be made at that time. The total points available for professional behavior are 20 and the decisions are based on the above criteria.

<u>Assignment</u>	<u>Point</u>
Role-play	40
Book report presentation	100
2 Audio recordings (50 for each)	100
Self-evaluation (5 for each)	10
Peer evaluation (5 for each)	10
Self-designed rubric (5 for each)	10
Case presentation	100
Professional conduct	20
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Total	390

90-100%	A
80-89%	B
70-79%	C
60-69%	D
<59%	F

### **Attendance:**

Students are expected to attend all class sessions, arrive to class on time, be prepared, and participate in class discussions. If you are absent from class, it is your responsibility to check on announcements made while you were away and obtain notes from the other students in the class. Absences will result in a deduction of 10 points per absence. However, if you miss a class due to a medical excuse, family death, or an unforeseen event, you are responsible for discussing the absence with the instructor so that you are not penalized.

## Course Goals and Primary Learning Outcomes

### Goals and Primary Learning Outcomes:

1. Acquire an understanding of the cognitive-behavioral perspective and its application to the conceptualization of cases in school settings.
2. Develop cognitive-behavioral treatment plans that stem from the conceptualization of the child's/adolescent's problems.
3. Increase repertoire of relationship-building techniques and counseling skills with children and adolescents.
4. Demonstrate through in-class and practicum experiences the solution focused counseling process and how the information obtained can be utilized to develop and implement interventions for children and youth.
5. Utilize technology to obtain information and resources for class and practicum assignments and will utilize technology to present information in reports and class.

**Course Goals Linked to NASP Standards:**

- Data based decision making and accountability
- Consultation and collaboration
- Effective instruction
- Student diversity in development and learning
- School and systems organization, policy development and climate
- Information technology

## Assignment Schedule

See class schedule.

### Completion of Class Assignments:

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere. Therefore, you should plan your assignments in advance. Assignments that are completed the night before they are due are easy to detect and are not your best work. Assignments are due at the beginning of the class on the due date as indicated in the class schedule. Students are expected to be prepared for their case presentations and present their presentation on the date that is assigned. Any exceptions to the Course Schedule will be made on an individual basis and it is the student's responsibility to discuss the possibility of an exception with the instructor. **All unexcused, late assignments will result in a 10% deduction in grade per calendar day the assignment is late.**

Make-up assignments will only be allowed for medical excuses, death of family member, or an unforeseeable event. The students are responsible for contacting the instructor to make-up a missed assignment. The instructor of this course has the final determination of acceptable reasons for late assignments and missed exams.

## University Policies

**Students with Disabilities:** California State University, Fresno complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact Services to Students with Disabilities in the University Center, Room 5 or call (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

**SAFETY:** In the event of an emergency, you should call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble in the grassy field adjacent to the parking lot to the north of the building. Upon assembly, report missing persons and physically challenged persons requiring rescue to emergency responders. If you have concerns about other emergencies or if you have special circumstances that I need to know about in case of an emergency, please speak to me after class.

**Honor Code:** “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>

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### **Class Schedule**

*\*\*This syllabus and schedule are subject to change in the event of extenuating circumstances. If you were absent from class, it is your responsibility to check on announcements made while you were absent.*

**The California Faculty Association is in the midst of a difficult contract dispute with management. It is possible that the faculty union will call a strike or other work stoppage this term. I will inform the class as soon as possible of any disruption to the posted schedule.**

Date	TOPIC	Readings	ASSIGNMENTS DUE
Tuesday, Jan 21	Trauma informed practice training 1 (4.0, 4.2-I)		
Thursday, Jan 23	Trauma informed practice training 2 (4.0, 4.2-I)		
Tuesday, Jan 28	No Class (student professional training)		
Thursday, Jan 30	1 & 2. Intro to CBT and Conceptual foundation of CBT (4.0, 4.3-I)	Creed et al. Ch. 1: an overview of CBT	
Tuesday, Feb 4	Trauma informed practice training 3 (4.0, 4.2-I)		
Thursday, Feb 6	Trauma informed practice training 4 (4.0, 4.2-I)		
Tuesday, Feb 11	3 & 4. CBT case conceptualization and Treatment planning(4.0, 4.4-I)	Creed et al. Ch.2: Cognitive therapy case conceptualization	Book report presentation 1



Thursday, Feb 13	5. Structuring CBT sessions(4.0, 4.4-I)	Reading: session structure in Reading folder on Canvas	<b>MUST secure consents</b>
Tuesday, Feb 18	NASP Convention- NO CLASS		
Thursday, Feb 20	NASP Convention- NO CLASS		
Tuesday, Feb 25	6.Structuring CBT sessions cont. (4.0, 4.4-I)	Reading: 1) CBT model education 2) Identifying and connecting feelings and thoughts on Canvas	Must read ALL readings Book report presentation 3
Thurs., Feb 27	7.Introduction to SFT (4.0, 4.3-I)	Murphy Ch1, 2, 3 (BY 3 GROUPS)	Book report presentation 2 Book report presentation 4 <b>Complete Guiding Qs</b>
Tues., Mar 3	In-class supervision 1	In my office	Case conceptualization and summary, treatment plan due at the meeting
Thurs., Mar 5	In-class supervision 1	In my office	Case conceptualization and summary, treatment plan due at the meeting
Tues., Mar 10	8.Tasks and techniques of solution focused therapy (4.0, 4.4-I)	Murphy Ch.4, 5, 6 (BY 3 GROUPS in order)	Book report presentation 5 <b>Complete Guiding Qs</b>
Thurs., Mar 12	SFT video demo and discussion (4.0, 4.4-I)		
Tues., Mar 17	9.Cognitive techniques(4.0, 4.4-I)	Creed et al (2010) Ch. 3 Cognitive techniques	Book report presentation 1: school-based mental health services
Thurs., Mar 19	10. Cognitive techniques applied in solution focused therapy(4.0, 4.4-I)	Murphy 7, 8 & 9 (BY 3 GROUPS)	<b>Complete Guiding questions</b> Book report presentation 6 Tape1, rubric, self-eval, and peer eval
Tues., Mar 24	11. Behavioral techniques and termination (4.0, 4.4-I)	Murphy Ch. 11, 12; Creed et al. Ch. 4 Behavior techniques (BY 3 GROUPS)	Book report presentation 7. <b>Complete guiding questions.</b>
Thurs., Mar 26	12. CBT with depressed and anxious children (4.0, 4.4-I)		Book report presentation 8:

Tues., Mar 31	13. CBT with externalized problems (4.0, 4.4-I)		Book report presentation 9:
Thurs., April 2	CBT with difficult clients demo and discussion		Tape 2, rubric, self-eval, and peer eval <b>Complete guiding questions.</b> Book report presentation: 10
Tues., April 7	Spring break		
Thurs., April 9	Spring break		
Tuesday, Apr 14	In-class supervision 2	In my office	Case conceptualization and summary, treatment plan due at the meeting
Thursday, Apr 16	In-class supervision 2	In my office	Case conceptualization and summary, treatment plan due at the meeting
Tuesday, Apr 21	14. Culturally sensitive counseling and reflection (4.0, 4.4, 8.0-I)		Book report presentation 11
Thursday, Apr 23	Role play and book report		Book report presentation 12 Role play 1, 2, 3
Tuesday, Apr 28	Role play		Role play 4, 5, 6, 7, 8
Thursday, Apr 30	Role play		Role Play 9, 10, 11, 12
Tuesday, May 5	Case presentation 1, 2, 3, 4		
Thursday, May 14	Case presentation 5, 6, 7, 8		