School of Applied Psychology,
Clinical Mental Health Counseling

COUN6360: Advanced Theories: Cognitive Behavior Therapy

Credits:	Three
Quarter:	Spring 2019
Prerequisites:	COUN5100: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior
Location:	AUS Main Campus / 2400 3rd Ave, Seattle, WA 98121
Meeting Dates/Days/Times:	April 4 – June 13 / Thursdays / 3:30-6:30PM
FTF Learning Environment:	AUS Classroom
Instructor:	Kim McBride, MA, LMFT
Contact Information:	kmcbride@antioch.edu / 206.268.4835
Zoom Join Meeting:	https://antioch.zoom.us/j/2068988450
Teaching Liaison:	Lisa Rudduck, M.Ed, LMHC, CDP
Contact Information:	lrudduck@antioch.edu

Course Description:

This advanced clinical skills course integrates cognitive theory with behavioral methods in the treatment of anxiety and mood disorders. Cognitive Behavioral Therapy (CBT) is learned in a multiculturally responsive context, is an evidence-based approach to psychotherapy, and is designed to increase self-awareness and strengthen clinical effectiveness. Emphasis is placed on CBT case formulation, delivery of empirically supported methods, and measuring clinical outcomes.

Learning Objectives:

1. Demonstrate Cognitive Behavior Therapy (CBT) multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations. (CACREP Section II. G2d, Ee1, Ee3)
2. Understand the fundamental principles of CBT. (CACREP Section II. Aa5, D5, & G5d)
3. Select and demonstrate CBT case assessment/formulation, key skills, and techniques in the treatment of anxiety and mood disorders. (CACREP Section II. C2, D5 & G5d)
4. Demonstrate self-awareness and self-care strategies to strengthen the counselor role. (CACREP II.G.1.d)

Structure of Class Sessions

- 45-minutes: Small and large group multicultural and clinical discussion, and review of homework
- 45-minutes: Instructor lecture
- 15-minutes: Break
- 90-minutes: Student practice

Required Texts

Gillihan, S.J. (2016). *Retrain your brain: Cognitive behavioral therapy in 7 weeks: A workbook for managing depression and anxiety.* Althea press: Dunedin, New Zealand.

Simmons, J., & Griffiths, R. (2013). *CBT for beginners* (3nd ed.). London: Sage Publications. ISBN-13: 978-1446258910

Wehrenberg, M. (2014). Anxiety and depression. *Effective treatment of the big two co-occurring disorders*: New York, NY: Norton. ISBN-13: 978-0-393-70873-8

* Additional reading video links posted in the Resources section located in Sakai.

Recommended Web Links

American Counseling Association (ACA). (2014). 2014 ACA code of ethics: As approved by the ACA governing council [Electronic version]. https://www.counseling.org/resources/aca-code-of-ethics.pdf

American Art Therapy Association. (2013). Ethical principles for art therapist retrieved from http://arttherapy.org/aata-ethics/

American Psychiatric Association. (2012). Best Practices Highlights for Treating Diverse Patient Populations. http://www.psychiatry.org/psychiatrists/cultural-competency/treating-diverse-patient-populations

Course Competencies and Learning Evidence

Learning Objectives (*CACREP*)	**Direct (D), Indirect (I) Evidence & Assignment (A)**
Demonstrate CBT multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations. (CACREP Section II. G2d, Ee1, Ee3)	*D: Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric.* *I: Course Evaluations* *A: CBT Portfolio, Self-CBT Journal*
Understand the fundamental principles of CBT. (CACREP Section II. Aa5, D5, & G5d)	*D: Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric.* *I: Course Evaluations* *A: CBT Portfolio*
Select and demonstrate CBT case assessment/formulation, key skills, and techniques in the treatment of anxiety and mood disorders. (CACREP Section II. C2, D5 & G5d)	*D: Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric.* *I: Course Evaluations* *A: CBT Portfolio, CBT Skills Video*
Demonstrate self-awareness, and self-care strategies to strengthen the counselor role. (CACREP II.G.1.d)	*D: Course readings, active participation, homework, case studies, skill performance and observation, narrative assessments and rubric.* *I: Course Evaluations* *A: , Self-CBT Journal*

Pedagogical Design and Methods

This course emphasizes a comprehensive understanding of fundamental theory and experiential learning that yields evidenced-based CBT knowledge, skill, and professional identity development. Class sessions include lecture, small and large group discussions, and instructor/student demonstration. Outside of class, students will engage in video session analysis by experts in cognitive work. In their clinical and cultural assignments, students integrate theory and practice relative to personal growth, and in professional counseling relationships.

Assessment Criteria for CMHC Students

CMHC students are assessed in nine areas across four competency levels as defined above. To be granted credit for a specific course, students must demonstrate an overall ***minimum level of competency***. To successfully move into the internship year, students must demonstrate an overall ***competency level*** in all courses/learning assessments to successfully graduate. The student must demonstrate an overall competency level in at least 75% of course/learning assessments for their program.

Definitions of Competency Areas

Critical Thinking: shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.
Verbal Communication: articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of impact on the group.
Oral Presentation: shows ability to present ideas in a well-organized format; open and able to respond to questions.
Written Communication: writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills, including appropriate punctuation, spelling, quotations, grammar and APA style.
Cultural Awareness and Responsiveness: understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and world views.
Social Responsibility: is aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.
Emotional Maturity: is willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.
Ethical Conduct: demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.
Interpersonal Skills: demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

Attendance. Each student is expected to be on time and attend all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the minimum standard of attendance (90%), it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work or credit will be granted in those cases where 80% or more of the class meeting time has been missed.

Scholarship. All written papers must conform to APA scholarship standards of graduate-level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. Students will be permitted one opportunity to re-write a paper that fails to meet APA scholarship standards. **No projects will be accepted beyond the eleventh week of the quarter.**

Course Requirements

To obtain credit for this course, students must meet minimum attendance, as well as scholarship and competency standards. To achieve a particular level of competency for the course, students must complete the following projects: **(1) The Self-practice/Self-reflective (SP/SR) CBT Journal**, which includes the experience and reflection of self-CBT relative to the students' CBT knowledge, skill, and professional identity development, **(2) The CBT Skills Portfolio,** which contains the resources and materials necessary to conduct manualized CBT for anxiety and depression, **(3) The CBT Skills Video Final,** a 45 minute CBT video for depression and anxiety skills, including a two page summary of the skills demonstrated.

The specific course criteria and assessment standards for obtaining credit and competency are delineated below.

Definitions of Competency Levels

1. Below Competency—failed to meet minimum graduate-level competency in terms of the course attendance, scholarship, and performance standards.
2. Required Competency—met minimum graduate-level competency in terms of the course attendance, scholarship, and performance standards.
3. Intermediate (Proficient) Competency--achieved Required Competency and demonstrated mastery of the identified course knowledge and/or skills areas.

The level of *Advanced Competency* (knowledge and skills that would be expected of an entry-level *Mental Health* Counselor *Associate*) is attainable only for students participating in clinical internships.

Course Competency Projects (*see each projects details in the Appendix*)

Project #1 (see Sakai) - Required Competency: SP/SR CBT Journal Competency Criteria
Due the 8th Class Session – SP/SR CBT journal includes seven activities should be hand carried to the instructor and handwritten in Gillihan (2016) or a spiral notebook containing the student's self-CBT reflections.

Project #2 (see Sakai) - Required Competency: CBT Skills Portfolio Competency Criteria
Due the 10th Class Session – The CBT Clinical Skills portfolio contains the resources and materials necessary to conduct manualized CBT for anxiety and depression and may be printed and placed in a binder. The CBT skills Portfolio should be hand carried to the instructor or **completed** in Digital form and uploaded to the student's personal CBT Video Final folder in Google Drive.

Project #3 (see Sakia) - Intermediate Competency: CBT Skills Video Final Competency Criteria
Due the 10th Class Session – The CBT Skills Video Final is conducted on the 9th class session, is a CBT skills demonstration and self-evaluation. The CBT Skills Video Final is uploaded to the student's personal CBT folder located in Google Drive.

Course Competencies and Learning Evidence

Final Assessment. All students will receive a final assessment of their overall competency for this course based on a mastery model of accomplishment. In other words, students are expected to demonstrate an increased capacity to understand and apply new knowledge and skills as they progress through this course. As students demonstrate this progression, they will receive a level of competency attainment for the course that is commensurate with the quality of their final demonstration of learning.

Weekly Couse Schedule

Topics, assignments, and due dates are as follows, and are subject to change at the discretion of the instructor.

	Session Topics	Assignments/Reading
WK 1	Syllabus and Sakai Review The therapeutic relationship Peer reviewed literature search	-Simmons et al., Ch 1,2,6
WK 2	CBT model Levels of cognition Structuring counseling	-Simmons et al., Ch 3-5 -Sakai
WK 3	Socratic method Assessment and formulation Goal setting	-Simmons et al., Ch 7-9 -Gillihan, Ch 1 -Wehrenberg, Ch 1,2 -Sakai
WK 4	Coping skills Behavioral interventions	-Simmons et al., Ch 10,11 -Gillihan, Ch 2 -Wehrenberg, Ch 3,4 -Sakai
WK 5	Cognitive interventions: Psycho education Cognitive interventions: NATs **Mid-quarter Assessment**	-Simmons et al., Ch 12,13 -Gillihan, Ch 3,4 -Wehrenberg, Ch 5,6 -Sakai
WK 6	**Mid-Quarter Evaluations** Cognitive interventions: Thought challenging Cognitive interventions: Core beliefs	-Simmons et al., Ch 14,15 -Gillihan, Ch 5 -Wehrenberg, Ch 7,8 -Sakai
WK 7	**Debrief Mid-Quarter Evaluations** Problem solving Motivation for change	-Simmons et al., Ch 17,19 -Gillihan, Ch 6,7 -Wehrenberg, Ch 9,10 -Sakai
WK 8	**DUE 5/22: Project One - Self CBT Journal** Working with emotions Mindfulness	-Simmons et al., Ch 18 -Sakai
WK 9	**Students Complete Project 3 in Class**	-Simmons et al., Ch 20 -Wehrenberg, Ch 10 -Sakai
WK 10	**Dinner and a CBT Movie/Group Discussion** **DUE 6/5: Project Two - Clinical Portfolio** **DUE 6/8: Project Three - Video Assessment**	
WK 11	Reserve this class session in case of unforeseen circumstances during the quarter.	

Antioch University Policies

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Academic, student, and other university policies are available online: http://Aura.antioch.edu/au_policies/

Reasonable Accommodation of Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

Students are responsible for forwarding their faculty members the electronic Letter of Accommodation from the DSS office the first week of the quarter. In cases when the disability accommodation is extended time on assignments, students and faculty are required to meet and plan a schedule. Each assignment must be discussed and specific due dates agreed upon in advance between student and faculty.

For more information, please contact:
Jill Haddaway, DSS Coordinator
Antioch University Seattle, Room 104B
2326 Sixth Avenue
Seattle, WA 98121
Phone: 206.268.4151
Email: dss.aus@antioch.edu

Course Bibliography Posted in Sakia

Antioch University-Seattle
COUN636: Advanced Theories: Cognitive Behavior Therapy
Participation in The Counseling Dyad/Triad Experience

INFORMED CONSENT

I agree to participate in the counseling experience as explained by the professor and outlined in the current course syllabus for COUN636: Advanced Theories: Cognitive Behavior Therapy. I understand and agree to abide by the responsibilities of counselors and participants as described in the course syllabus and by the *ACA Code of Ethics and Standards of Practice*. I understand that the purpose of the counseling dyads/triads is to enable me to experience and discuss counseling processes, assess and improve my interpersonal counseling skills, and discover effective and appropriate ways to apply skills and techniques in my counseling work. I understand that my participation in the counseling dyads/triads is to provide prerequisite experience prior to enrollment in the Counseling Practicum.

I understand that I will be asked to serve as a counselor and a participant in counseling dyad/triad sessions. I understand the purpose of the counseling dyad/triad is not to provide or receive psychotherapy. I understand that I may be challenged to explore my thoughts, feelings, and behavior as a counselor and as a participant, and this may lead to new awareness and insight which may at times cause discomfort. I understand that I am never obligated to share anything with the counselor or class that I do not wish to share. I am aware that I have access to the professor to discuss any issues that concern me or may interfere with my full participation in the counseling dyads/triads.

I agree to do the utmost to maintain the confidentiality of the counseling dyads/triads. This means I will not discuss outside the counseling session/class what transpires within the counseling dyads/triads without the permission of the other participant(s). I understand that while confidentiality of the counseling dyads/triads will be strongly encouraged, it cannot be guaranteed. I understand that there are certain situations in which information may be released without my consent, such as situations in which there is clear and imminent danger to myself or another.

I understand that there may be times that the professor will seek consultation from other professionally competent faculty members or supervisors regarding my counseling skills and performance. This consultation may include viewing my recorded sessions when I am in the counselor role. Information obtained in this consulting relationship will be discussed for educational and training purposes with the consultant(s) in order to obtain an additional perspective in evaluating my counseling skills and performance.

I hereby acknowledge that I have read, fully understand, and agree to the conditions described in this form, and freely give my consent to participate.

Student's Signature_____ Date_____

Appendix
Course Competency Projects

Project #1 (see Sakai) - Required Competency: SP/SR CBT Journal Competency Criteria
Due the 8th Class Session – SP/SR CBT journal includes seven activities should be hand carried to the instructor and handwritten in Gillihan (2016) or a spiral notebook containing the student's self-CBT reflections.

SP/SR focuses on understanding CBT 'from the inside out'. Using Gillihan (2016), *Retrain Your Brain: Cognitive Behavioral Therapy in 7 Weeks*, in the Project 1 Folder located in the resource folder in Sakai, students will (1) complete seven weekly out-of-class chapter assignments, (2) self-reflect on the experience of the chapter activities and document the degree of effectiveness and understanding of the interventions, the intervention's multicultural responsiveness, and how the self-CBT experience influenced the students' capacity to conduct in-class CBT sessions with student-clients. The seven assignments will be handwritten in the space provided in the Gillihan (2016) text or in a separate spiral notebook.

Project #2 (see Sakai) - Required Competency: CBT Skills Portfolio Competency Criteria
Due the 10th Class Session – The CBT Clinical Skills portfolio contains the resources and materials necessary to conduct manualized CBT for anxiety and depression and may be printed and placed in a binder. The CBT skills Portfolio should be hand carried to the instructor or **completed** in Digital form and uploaded to the student's personal CBT Video Final folder in Google Drive.

The *Clinical Tools and Methods Portfolio* is developed by the student and contains the resources and materials necessary to conduct manualized CBT for anxiety and depression. The portfolio should be divided into three clinical, and one literature review section, (1) Managing Depression, (2) Managing Anxiety, (3) Managing suicidality, and the Quick Reference Guide for Psychopharmacology, and (4) CBT Literature Review using the AUS library http://libguides.antioch.edu/az.php?q=psychology or PsycBOOKS. Students should conduct an in-class CBT literature review. Students should select four peer reviewed articles, published within the last five years, to include in the *Clinical Tools and Methods Portfolio*. The articles should meet the following criteria:

- One article should address CBT as a culturally responsive therapy.
- One article should address cognitive behavior therapy (CBT) as efficacious in the treatment of depression.
- One article should address cognitive behavior therapy (CBT) as efficacious in the treatment of anxiety.
- CBT as an evidenced-based practice.

As specified by the Portfolio Required Content (in the Project 2 Folder located in the resources section of Sakai), the four sections should contain the following sub-sections with corresponding resources (a) module outline; (b) suggested activities; and (c) relevant client worksheets and handouts. Students may create for each sub-section their own portfolio content, utilizing complement of cognitive behavioral and mindfulness forms from the **Center of Clinical Interventions**: http://www.cci.health.wa.gov.au/resources/mhp.cfm, or the website/text of your choice. Expressive art students should include CBT specific expressive arts interventions from their respective artistic discipline/modality.

Project #3 (see Sakia) - Intermediate Competency: CBT Skills Video Final Competency Criteria

Due the 10th Class Session – The CBT Skills Video Final is conducted on the 9th class session, is a CBT skills demonstration and self-evaluation. The CBT Skills Video Final is uploaded to the student's personal CBT folder located in Google Drive.

In Preparation for the CBT Video Filming Conducted Week 9:

- Week 2 of the quarter, students reserve by email (rm_res.aus@antioch.edu) a meeting room that is private, quiet and ensures peer-client confidentiality.
- Each student should plan for 1.5 hours to produce the 45-minute final video, including 45 minutes for video re-filming.
- At the time of the video session, students should prepare the counseling room (e.g., verify the furniture is located properly within the camera view, a clock is available, tissue is onsite).

Guidelines for the CBT Skills Video Final:

- **For this project, student-counselors will need the Final CBT Skills Check-off and Evaluation Form** (in the Project 3 Folder, located in the resource section of Sakai)
- **The student-client should select a real but not serious problem** to discuss (i.e., stress experienced as a graduate student, concerns regarding internship, lack of school-life balance, conflict in a close relationship, etc.).
- **The student-counselor will begin the CBT Skills Video** with a brief introduction regarding the student-client's presenting problem, treatment goals, and the session number. Next, the student-counselor should demonstrate their capacity to establish a strong working alliance with the client, after which the student-counselor will demonstrate three skills from the Final CBT Skills Check-off and Evaluation Form.
- **During the demonstration**, the student-client should focus on their experience of self as client in the counseling process. At the completion of the counseling demonstration, the student-client should complete the Student-Client CBT Session Rating section of the Final CBT Skills Check-off and Evaluation Form.
- **The day after the video demonstration**, the student-counselor should reflect on the counseling demonstration and complete the Student-counselor Evaluation section of the Final CBT Skills Check-off and Evaluation Form.
- **After reviewing all sections of the completed Final CBT Skills Check-off and Evaluation Form**, the student-counselor will review the CBT video demonstration. After reviewing the demonstration forms and video, the student will write a two-page maximum response to the Student-counselor Reflection Questions listed at the bottom of the Final CBT Skills Check-off and Evaluation Form. This response summary should contain a minimum of four in-text citations from two different sources listed as required reading and the posted reading in Sakai.