



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

**PSYC6354 COGNITIVE-BEHAVIORAL THERAPY IN
Marriage and Family
Church & Community Ministries Division**

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill
the Great Commission and the Great Commandments through the local church.*

Purpose of the Course

The purpose of this course is to provide training in the cognitive behavioral model to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems.

Core Value Focus

With an emphasis on the core value of Missions Focus, students will be challenged to see how personally they can impact the world through participating in the helping effort as they learn Cognitive Behavioral Therapy techniques.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

- 1. Biblical exposition:** This course challenges students to identify biblical principles that are foundational in dealing with cognitions.
- 2. Effective servant leadership:** This course empowers students to adapt a servant position in their work with clients.
- 3. Interpersonal relationships:** This course enhances awareness of the student of the need to be able to use different methodologies with people who have distinctive needs, as well as the influence of personal cognitions on the health of relationships.
- 4. Disciple making:** This course introduces the student to the element of "walking along with" their clients in discovering solutions for their problems.
- 5. Spiritual and character formation:** This course challenges students to stretch their own discipline in learning and evaluating various methodologies to utilize in helping others.

Course Description

The purpose of this course is to develop students' knowledge and skill in the cognitive-behavioral approach to individual, marital, and family therapy. Students will examine theoretical foundations, basic principles, assessment techniques, and the intervention strategies of Cognitive-Behavioral Therapy. Students will learn the language, concepts, and principles of cognitive-behavior therapy

and develop knowledge of cognitive-behavior therapy interventions. Students will demonstrate skills in this approach of counseling in class. The learning exercises are applied to a wide variety of problems in living and are framed within a Christian theological context.

Student Learning Outcomes:

Students will be able to:

1. Describe the historical and theoretical foundations of Cognitive-Behavioral Therapy,
2. Describe the basic principles, techniques, and applications of Cognitive-Behavioral Therapy,
3. Demonstrate the skills required to utilize this approach.
4. Articulate Cognitive-Behavioral Therapy elements consistent with Scripture and Christian theology and work toward an integrated model for helping the hurting.
5. Value the importance of truthful cognitions as opposed to distorted cognitions and how they impact the quality of the life of those we help.

Required Texts

Beck, Judith A. *Cognitive Therapy: Basics and Beyond.*, 2nd Edition. New York: Guilford Press, 2011.

Greenberger, D., & Padesky, C.A. *Mind Over Mood: Change How You Feel by Changing the Way You Think.* New York: Guilford Press, 1995.

One additional text chosen from list.

Teaching Methodology

Reading, lectures & notes, therapy sessions, case conceptualizations, and presentations will be employed in this course of study. This is an advanced therapy course. High expectations are placed upon the student to develop proficiency in this model of therapy. Students should be prepared to thoroughly discuss the reading material and demonstrate the reading/class assignments in class role plays.

Evaluation Criteria:

1. Complete all assigned reading:

Beck *Cognitive Therapy: Basics and Beyond*; a second book of Cognitive Behavior treatment for a specific disorder (chosen from list) and the workbook *Mind Over Mood*. Students will be expected to demonstrate that they have read all material by participating in the class discussions. Students should report on percentage read of each chapter assigned in the Beck book. (Use reading report sheet).

2. Attendance: Students should not miss any more class meetings than necessary. Attendance will be part of the student's grade. Per NOBTS policy, more than 3 absences results in failure in class.

3. Therapy Sessions

Read and sign Informed Consent form and participate in Therapy Pairs for 6 sessions throughout the semester. Students will be responsible for participating in both the role of counselor and client. Students will be paired at the beginning of the semester. See assignments to be turned in on Handout given in class for Therapy Sessions (Assessment session: Cognitive Case Write up & Counselor Assessment Session Evaluation. Counselor Session Evaluation: Sessions 1, & 5; Case Conceptualization form: Sessions 1, 2, 3, 4, 5. Typed transcript of session: Session 2)

Responsibilities/Roles:

Client: Each student will identify a medium level issue to work on for the semester. This issue should be a realistic issue from the own student's own life, so the sessions will not be artificial. The client's role is to do the work as a client, and to cooperate with the counselor. Students will sign an Informed Consent Agreement before the Therapy Sessions begin. All sessions will be videotaped.

Counselor: Each student will work as the counselor in a pairing. As skills are learned in class, the counselor will be expected to practice that specific skill. Each counselor will have the opportunity to bring their client through the process of cognitive work on their

problem across the semester. All sessions will be videotaped.

The Counselor is responsible to maintain and complete a Cognitive Case Conceptualization Diagram each session (except the Assessment session). A copy of these materials, and others described in the assignments will be turned in the **class session following each counseling session**. The counselor should only use the first initial of the client in any written documentation.

Recording: Counseling sessions will be held and videotaped in the counseling rooms at LMCCC.

Possible Medium Level Problems for the Client:

The easiest way to identify one of these types of problems is to go back to your Helping Skills workbook you used in the Art of Counseling. **Attached to the end of the syllabus** is a series of questions used in that book to identify problems and a list to identify unused opportunities. Any of these could be issues you would work on during your counseling time. If your issue is not one that would take very much time, you may have to select two or three. Some other issues might include topics such as:

Perfectionism

Fear of messing up the client

Fear of heights

Fear of (specific phobia) Public speaking phobia

Difficulty in confronting or challenging others

Difficulty in losing weight and/or body image

Difficulty in breaking some undesired habit

- * The selected difficulty should NOT be of a serious nature, such as working on deep trauma from childhood or serious marital problems.

Read a second book (from Selected Bibliography list) related to treatment with cognitive behavioral therapy. Each student will prepare a brief critique of the book, including an assessment of the writing style, who you would recommend to read the book, did they explain the CBT basic theory and techniques clearly, etc., and a brief bullet-point-lists of the essential information/ resources provided included in the book for working with the client (typical cognitions related to the disorder, how to identify automatic thoughts, how to do specific sessions, etc.).

4. Complete the Mind Over Mood workbook

This workbook has a series of questions that should help you—as the client—to think through your issues. If you work through your own issues in this workbook, you will understand the concepts more thoroughly in working with your client.

It is easy to get behind in working through the workbook. Students should make every effort to keep up with weekly assignments, and have your counselor check off your work. The counselor may want to assign specific worksheets or pages out of sequence if needed. The counselor should report (on the Counselor evaluation form) if the client completed all assignments in the workbook.

6. Final Exam: Students who have a “B” or more average and no more than 2 absences (two full 3 hour blocks) may elect to be exempt from the final exam. Students who take the final exam will come to the final exam prepared to explain or demonstrate cognitive behavioral therapy techniques in class. Students will be given a random skill or technique to demonstrate and/or explain during the final.

Extra Credit: You can gain extra credit by creating a Powtoons illustration (a cartoon movie) of a specific Cognitive or Behavioral Intervention. Go to <http://www.powtoon.com/edu/join-group/> and enter the code: oxZf. Our group for Cognitive is www.powtoon.com/edu/join-group/96ck/. If you are interested, let me know and I will add you to the group. Up to 5 pts will be added to your final grade.

Course Evaluation

- 1. Reading Outline or Report 5%
- 2. Class Participation and Attendance 5%
- 3. Class Therapy Sessions (6 Sessions) 60%
(10% each session—video and written materials)
- 4. Second book critique & essentials 10%
- 5. Mind Over Mood Workbook 15%
- 6. Final Exam 5%
- 7. Extra Credit: Powtoons Techniques 5 pts

IMPORTANT: In the case of a campus closure (due to hurricane evacuation or other problem) all students should go to the Blackboard class and watch for an announcement about resuming classwork via Blackboard. If the campus will be closed for an extended time, it will be important that you are able to access Blackboard to continue in this class. If you are not able to have internet access, please call Dr. Steele (504-329-8960). If calls are not able to go through due to damage from the cell phone towers, you might be able to text.

PSYC 6354 Cognitive Behavioral Marriage and Family Therapy

Date	Topic for Class	Reading Assignment	Therapy Session
August 27	Introduction/Syllabus/Overview of Cognitive Conceptualization	Beck, Chapter 1 & 2 Greenberger Ch 1	Model session of cognitive
Sept 3	Cognitive Conceptualization & Assessment	Beck, Chapter 3& 4 Greenberger Ch 2	Therapy Session Assessment, Set A
Sept 10	Structure of the First Therapy Session	Beck, Chapter 5 & 6 Greenberger Ch 3	Assessment, Set B Group A: Cognitive Case Write up & Coun Assessment Eval
Sept 17	Session Two and Beyond: Structure/Format Problems with Structuring the Therapy Session	Beck, Chapter 7 & 8 Greenberger Ch 4	Session #1, Set A Group B: Cognitive Case Write up & Coun Assessment Eval Session #1, Set B

Sept 24	AACC No Class	Beck, Chapter 9 & 10 Greenberger Ch. 5	
Oct 1	Identifying and Evaluating Automatic Thoughts Responding to Automatic Thoughts Identifying Emotions	Beck, Chapter 11 & 12 Greenberger Ch 6	Session#2, Set A Group A& B #1 CounsSession Eval & Case Concept
Oct 8	Identifying and Modifying Intermediate Beliefs 2nd Book Critique Due	Beck, ch 13 Greenberger Ch 7	Session #2, Set B Group A: #2 Marked Transcript, Case conceptualization
Oct 15	Core Beliefs	Beck, Chapter 14	Session # 3, Set A Group B: #2 Marked Transcript, Case conceptualization
Oct 22	Fall Break		
Oct 29	Additional Cognitive/Behavioral Techniques Check Greenberger Workbook	Beck, Chapter 15 Greenberger Ch 8	Session #3, Set B Group A: #3 Case conceptualization
Nov 5	Imagery	Beck, Chapter 16 Greenberger Ch 9	Session #4, Set A Group B: #3 Case conceptualization
Nov 12	Homework	Beck, Chapter 17 Greenberger Ch 10-11	Session #4, Set B Group A: #4 Case conceptualization
Nov 19	Termination & Prevention	Beck, Chapter 18 Greenberger Ch 12	Session #5, Set A Group B: #4 Case conceptualization
Nov 26	Thanksgiving Break		
Dec 3	Treatment Planning Problems in Therapy Greenberger Workbook Due	Beck, Chapter 19 & 20 Greenberger Ch 13	Session #5, Set B Group A: #5 Case conceptualization, Session Evaluation
Dec 10	Wrap up	Bring printed final evaluation (client and counselor) of Session #5 to class.	Group B: #5 Case Conceptualization and Session Evaluation

Final Exam Dec. 17 9-11 am

Selected Bibliography

Butler, G., Fennell, M., & Hackmann, A. (2008). *Cognitive-behavioral therapy for anxiety disorders: Mastering clinical challenges*. New York: Guilford Press.

Leahy, R. L. (2005). *The worry cure*. New York: The River Press.

Rosqvist, J. (2005). *Exposure treatments for anxiety disorders: A practitioner's guide to concepts, methods, and evidence-based practice*. New York: Brunner-Routledge.

Trauma and PTSD

Foa, E. B., & Rothbaum, B. O. (1998). *Treating the trauma of rape: Cognitive behavioral therapy for PTSD*. New York: Guilford Press.

Foa, E. B., Keane, T. M., Friedman, M. J., & Cohen, J. A. (2009). *Effective treatment for PTSD: Practice guidelines from the International Society for Traumatic Stress Studies (2nd ed.)*. New York: Guilford Press.

GAD

Dugas, M. J., & Robichaud, M. (2007). *Cognitive-behavioral treatment for generalized anxiety disorder*. New York: Routledge.

Hazlett-Stevens, H. (2008). *Psychological approaches to generalized anxiety disorder: Advances in research and practice*. New York: Springer.

Panic Disorder

Antony, M. M., & Swinson, R. P. (2000). *Phobic disorders and panic in adults: A guide to assessment and treatment*. Washington, DC: American Psychological Association.

Social Anxiety Disorder

Hofmann, S. G., & Otto, M. W. (2008). *Cognitive behavioral therapy for social anxiety disorders: Evidence-based and disorder specific treatment techniques*. New York: Routledge.

Phobias

Antony, M. M., & Swinson, R. P. (2000). *Phobic disorders and panic in adults: A guide to assessment and treatment*. Washington, DC: American Psychological Association.

Antony, M. M., & Rowa, K. (2007). *Overcoming fear of heights: How to conquer acrophobia and live a life without limits*. Oakland, CA: New Harbinger.

Antony, M. M., & McCabe, R. E. (2005). *Overcoming animal & insect phobias: How to conquer fear of dogs, snakes, rodents, bees, spiders & more*. Oakland, CA: New Harbinger.

Mood Disorders

Basco, M. R., & Rush, A. J. (2005). *Cognitive behavioral therapy for bipolar disorder (2nd ed.)*. New York: Guilford Press.

Beck, A.T., Brown, G.K. & Wenzel, A. (2008). *Cognitive therapy for suicidal patients: Scientific and clinical applications*. Washington, DC: American Psychological Association.

Schizophrenia

Beck, A. T., Rector, N. A., Stolar, N. & Grant, P. (2008). *Schizophrenia: Cognitive theory, research, and therapy*. New York: Guilford Press.

Sleep Disorders

Edinger, J. D., & Carney, C. E. (2008). *Overcoming insomnia: A cognitive-behavioral therapy approach workbook*. New York: Oxford University Press. (See accompanying therapist manual.)

Substance Use Disorders

Beck, A. T., Wright, F. D., Newman, C. F., & Liese, B. S. (1993). *Cognitive therapy of substance abuse*. New York: Guilford Press.

Daley, D. C., & Marlatt, D. C. (2006). *Overcoming your alcohol or drug problem: Effective recovery strategies* (2nd ed.). New York: Oxford University Press. (See also accompanying therapist manual.)

General Issues:

Antony, M. M., & Swinson, R. P. (2009). *When perfect isn't good enough: Strategies for coping with perfectionism* (2nd ed). Oakland, CA: New Harbinger.

Leahy, R. L. (2001). *Overcoming resistance in cognitive therapy*. New York: The Guilford Press.

Leahy, R. L. (Ed.). (2003). *Roadblocks in cognitive-behavioral therapy*. New York: The Guilford Press.

McKay, M. (2000). *Self-esteem* (3rd ed.). Oakland, CA: New Harbinger.

Thorn, B. E. (2004). *Cognitive therapy for chronic pain: A step-by-step guide*. New York: The Guilford Press.

Eating Disorder

Fairburn, C.G. (2008). *Cognitive behavior therapy and eating disorders*. New York: Guilford Press.

Beck, J.S. (2008). *The complete Beck diet for life: Featuring the think thin eating plan*. Birmingham, AL: Oxmoor House.

Marriage and Family

Baucom, D.H., & Bozicas, G.D. (1990). *Cognitive behavioral marital therapy*. New York: Brunner/Mazel.

Dattilio, F. M. (2009). *Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians*. New York: Guilford Press.

Ledley, D. (2009). *Becoming a calm mom: How to manage stress and enjoy the first year of motherhood*. Washington, DC: American Psychological Association.

Workbooks (For Your Information Only--NOT for use as 2nd text) Anxiety

Davis, M., Eshelman, E. R., & McKay, M. (2008). *The relaxation and stress reduction workbook* (6th ed.). Oakland, CA: New Harbinger.

Bourne, E. J. (2003). *Coping with anxiety: 10 simple ways to relieve anxiety, fear, and worry*. Oakland, CA: New Harginger.

Bourne, E. J. (2005). *The anxiety and phobia workbook* (4th ed.). Oakland, CA: New Harbinger.

Knaus, W. J. (2008). *The cognitive behavioral workbook for anxiety: A step-by-step program*. Oakland, CA: New Harbinger.

Trauma and PTSD

Rothbaum, B. O., Foa, E. B., & Hembree, E. A. (2007). *Reclaiming your life from a traumatic*

experience (workbook). New York: Oxford University Press. (See accompanying therapist manual).

Obsessive Compulsive Disorder

Purdon, C., & Clark, D. A. (2005). *Overcoming obsessive thoughts: How to gain control of OCD*. New York: Oakland, CA: New Harbinger.

GAD

Meares, K., & Freeston, M. (2008). *Overcoming worry: A self-help guide using cognitive behavioral techniques*. New York: Basic Books.

Panic Disorder

Barlow, D. H., & Craske, M. G. (2007). *Mastery of your anxiety and panic (4th ed.) (workbook)* New York: Oxford University Press. (See accompanying therapist manual).

Wilson, R. (2009). *Don't panic: Taking control of anxiety attacks (3rd ed.)*. New York: Harper Collins.

Social Anxiety Disorder

Antony, M. M., & Swinson, R. P. (2008). *The shyness and social anxiety workbook: Proven, step-by-step techniques for overcoming your fear (2nd ed.)*. Oakland, CA: New Harbinger.

Stein, M.B., & Walker, J.R. (2009). *Triumph over shyness: Conquering social anxiety disorder (2nd ed.)* Silver Spring, MD: Anxiety Disorders Association of America.

Phobias

Antony, M. M., Craske, M. G., & Barlow, D. H. (2006). *Mastering your fears and phobias (workbook) (2nd ed.)* New York: Oxford, University Press. (See also accompanying therapist manual).

Mood Disorders

Basco, M. R. (2006). *The bipolar workbook: Tools for controlling your mood swings*. New York: Guilford Press.

Bieling, P. J., & Antony, M. M. (2003) *Ending the depression cycle: A step-by-step guide for preventing relapse*. Oakland, CA: New Harbinger.

Gilson, M., Freeman, A., Yates, M. J., & Freeman, S. M. (2009). *Overcoming depression: A cognitive therapy approach (workbook) (2nd ed.)*. New York: Oxford, University Press. (See also accompanying therapist manual).

Knaus, W. J. (2006). *The cognitive behavioral workbook for depression: A step-by-step program*. Oakland, CA: New Harbinger.

Leahy, R. L. & Holland, S. J. (2000). *Treatment plans and interventions for depression and anxiety disorders*. New York: Guilford Press.

Self-Esteem

Schiraldi, G. R. (2001). *The self-esteem workbook*. Oakland, CA: New Harbinger.

Weight Management

LaLiberte, M., McCabe, R. E., & Taylor, V. (2009). *The cognitive behavioral workbook for weight management: A step-by-step program*. Oakland, CA: New Harbinger.

Other Axis I Disorders

Attention-Deficit/Hyperactivity Disorder

Safren, S. A., Sprich, S., Perlman, C. A., & Otto, M. W. (2005). Mastering your adult ADHD: Client workbook. A cognitive-behavioral treatment program. New York: Oxford University Press. (See also accompanying therapist manual.)

Body Dysmorphic Disorder

Wilhem, S. (2006). Feeling good about the way you look: A program for overcoming body image problems. New York: Guilford Press.

Trichotillomania

Franklin, M. E., & Tolin, D. F. (2007). Treating trichotillomania: Cognitive-behavioral therapy for hair pulling and related problems. New York: Springer

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.

Papers or Assignments

All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.

Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.

Late assignments will result in a deduction of eight points per class period.

Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.

All counseling students will write papers in accordance to standards set in the APA Publication Manual.

Quizzes

Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.

Exams

If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.

Study Guide

Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Class Participation

Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

Identifying a Problem or Unused Opportunity (For use with Counseling pairs)

All counselors in training have problems or issues that could lessen their effectiveness. Knowing what your problems are is an important part of training. This and the following sentence-completion exercise will help you to choose issues that you would like and be willing to discuss. Do these sentence-completion exercises quickly.

One of my biggest problems is

I'm quite concerned about

Something I fail to do that gets me into trouble is

The social setting of life I find most troublesome is

The most frequent negative feelings in my life are

These negative feelings take place when

The person I have most trouble with is

What I find most troublesome in this relationship is

Life would be better if

I tend to shortchange myself when I

I don't cope very well with

I get anxious when

A value I fail to put into practice is

I'm afraid to

I wish I

I wish I didn't

What others dislike most about me is

I don't seem to have the skills I need in order to

A problem that keeps coming back is

If I could change just one thing in myself it would be

Once you have finished, check the issues that you might be willing to discuss with a counselor (your partner for the In-Class Therapy sessions). The circle the checks you believe are most closely related to becoming an effective counselor.

This sentence-completion exercise mirrors the preceding one but deals with unused or underused resources and opportunities rather than problems. Undeveloped resources and opportunities can affect the quality of your helping.

I could be better at

Those who know me know that I can

I've always wanted to

I regret that I haven't

When I'm at my best I

I'm glad when I

Those who know me know that I can

A value that I try hard to practice is

When I'm at my best with people I

I can't always count on myself to

Something I'm handling better this year than last is

If I were managing my life better I would

A recent problem I haven't handled as well as I might is

One goal I'm presently working toward is

I aspire to

I think that I have the guts to

An example of some unfinished business I have is

When I think of my maturity I

One way in which I could be more dependable is

I communicate most effectively with others when

Once you have finished, check the unused opportunities that you might be willing to discuss in the In-Class Therapy sessions. Then circle the checks you believe are most closely related to becoming an effective counselor.

(From Exercises in Helping Skills, by Gerard Egan.)

PSYC 6354 Cognitive Behavioral Therapy In Marriage and Family

INFORMED CONSENT

Please read the following information. Sign the Informed Consent Form. Return the signed page to the Professor and keep a copy of the Informed Consent for your files.

The Cognitive Behavioral Therapy model emphasizes both professional knowledge, training and personal growth. When entering this class, there are several things you need to know.

- (1) In this class you will be required to participate in “Class Therapy Sessions.” This course is both academic and experiential. The course is designed to teach cognitive behavioral therapy counseling skills and to provide each student with an opportunity for personal growth. Personal information may be shared in these sessions. Although strict ethical standards apply to these practice sessions, confidentiality cannot be guaranteed.
- (2) Students must understand the seriousness of breaking confidentiality, and should such an event occur, any involved students will incur consequences related to their grade. Any proven failure in maintaining confidentiality will result in a final grade at least one letter grade lower than the student’s average. Material discussed or revealed during Class Therapy Sessions will not be discussed outside of the class time, even if the other person is in the class, nor in any group supervision. This practice parallels confidentiality practices when one is counseling clients. The only exceptions would be those exceptions that normally are acceptable (by law) for breaking confidentiality.
- (3) Counseling sessions will be videotaped for review by the professor and grader. By signing this consent you are agreeing to be videotaped.
- (4) As a graduate counseling student, you will be required to participate in personal reflection, value assessment, and self-growth in all graduate counseling and psychology courses, recognizing that counselors can only help others to the extent that they understand themselves and have personally engaged in a self-change process. Personal growth and change can alter personal relationships and possibly cause risk to self and others.
- (5) As a graduate counseling student, you are expected to conduct yourself in a manner consistent with the expectations of students attending the New Orleans Baptist Theological Seminary as a Christian seminary.
- (6) As a graduate counseling student, you are encouraged to self-disclose to your professors and advisors. Counselor educators have an ethical duty to protect the public through providing up-to-date and accurate academic information and skills training and through screening students to ensure that they meet the academic standards and the emotional stability to be effective counselors. Confidentiality can only be maintained to the point that the information you share does not negatively impact the profession or the public.
- (7) Counselor educators have a responsibility to allow only those students to graduate who demonstrate professional, personal and interpersonal competency. Competency concerns may be addressed in the following way:
 - (a) Through individual courses your professor may discuss his/her concerns with you while you are a student in his/her class.

INFORMED CONSENT FOR COGNITIVE BEHAVIOR THERAPY

I have received a copy of, read and understand the Informed Consent information related to being a student in the Cognitive Behavioral Therapy class at New Orleans Baptist Theological Seminary. .

Print Student Name

Student Signature/ Date

Faculty Signature/ Date

Cognitive Therapy Reading Report Name: _____
 Due Dec

August 27	Beck, Chapter 1 & 2	Percentage Read:
Sept 3	Beck, Chapter 3 & 4	
Sept 10	Beck, Chapter 5 & 6	
Sept 17	Beck, Chapter 7 & 8	
Sept 24	Beck, Chapter 9 & 10	
Oct 1	Beck, Chapter 11 & 12 Greenberger Ch 8 (book check—bring to class)	
Oct 8	Beck Chapter 13	
Oct 15	Beck, Chapter 14	
Oct 29	Beck, Chapter 15	
Nov 5	Beck, Chapter 16	
Nov 12	Beck, Chapter 17	
Nov 19	Beck, Chapter 18 Greenberger Workbook Due	
Nov 26	Thanksgiving Break	
Dec 3	Beck, Chapter 19-20	

Cognitive Behavioral Counseling Sessions (6)

1. Students are expected to counsel a client in a series of six (6) counseling sessions using the principles and practice of Cognitive/Behavioral Therapy. The sessions are limited to a maximum of 50 minutes each, minimum of 40 minutes each. Sessions are to be recorded. All recordings are to be deleted each week after viewing. Each student is required to provide a 2 gig (or larger) flash drive for use in this course to download their session videos. Each week after the session (Thursday) you will need to mark on the Ziploc bag provided the date, Room# and Time for the session, and turn that in along with your flash drive at the end of class. You may pick up the flash drive later Thursday.

2. Students are expected to receive (as a client) a series of six (6) counseling sessions from a fellow classmate who will utilize the principles and practice of Cognitive Behavioral Therapy. The sessions are limited to a maximum of 50 minutes each.

3. Students are to turn in the following material concerning the counseling sessions:

A. Assessment/Evaluation Session: Use the Cognitive Case Write-Up to guide your assessment session.

1. Review video of session, evaluate what goals were completed. Use the Cognitive Case Write-Up Form, and the Counselor Assessment Session Evaluation –as you watch your video-- to help you evaluate what you learned. Turn in the Cognitive Case Write-up Form (typed), as well as the Counselor Assessment Session Evaluation.

2. Session notes-Cognitive Case Write-Up Form. The form needs to be typed, using format provided, beginning to fill out the cognitive case write-up form — to be completed, or added to as the case moves forward and you get more information.

B. Session 1 (next session after Assessment Session):

1. Review video of session, and evaluate using the Counselor Session Evaluation Form to evaluate yourself.

2. Case Conceptualization Form —Begin this form, to be filled out each Session. This will be a “working conceptualization” in that each Session you will have new information to add. Keep it on your computer so you can continue to adjust or add to it. Each time the section at the bottom (Situations 1/2/3) and all information should change. Turn in Counselor Session Evaluation, and Case conceptualization form.

C. Session 2:

1. Typed transcript of the session (that the student takes from the video taping) On this transcript the student needs to mark clearly (highlight and write in the margin) the following elements:

- a. Mood check/medication check
- b. Set the agenda.
- c. Obtain an update
- d. Review homework.
- e. Prioritize the agenda
- f. Work on specific problem/teach cognitive behavior therapy skills in context. Might include:
 - Teach client to identify/evaluate automatic thoughts.
 - Reinforce cognitive model.
 - Provide symptom relief.
 - Maintain and build rapport through empathy.
- g. Follow-up discussion with relevant, collaboratively set homework assignments.
- h. Work on second problem (as time allows).

- i. Provide or elicit a summary.
- j. Review new homework assignments.
- k. Elicit feedback.

2. Case Conceptualization Form —continue working on this form. Turn in.

D. Session 3-5: Evaluate video sessions

1. Fill out case conceptualization, and turn in each week.

Additional Information about the Sessions

1. As the client, you are to work on an actual issue. However, clients are in control of the content and extent of the disclosure. Students are encouraged to present issues that do not require crisis intervention.

3. As the counselor, you are responsible for maintaining confidentiality.

4. You must record all sessions when you are the counselor. If you record in a location that is not the counseling lab, please insure that it is a quiet environment or you (and your professor) will not be able to hear the dialogue. You will need to reserve a time in a counseling room to have your session. All sessions are to be destroyed at the end of the semester. If you do not record in the LMCCC, you will need to provide your professor with a copy of the video for each session.

5. You are to maintain a counselor-client relationship for these six sessions. You should not engage in conversations about the counseling with your partner (outside of the counseling session) during this period of time. Avoid socializing before and after the sessions. In a small community it is impossible to not have contact with your client. You are expected to conduct yourself in a professional manner. If you are paired with someone very familiar to you, you need to alert the instructor immediately so that alternative arrangement can be made.

6. Remember to keep all information obtained during your counseling sessions **CONFIDENTIAL**.

7. All recorded materials are to be kept secure. They shall be erased at the end of each week.

NOTE: TAPED SESSIONS ARE NOT TO BE SCRIPTED OR OUTLINED IN ADVANCE with the client, but you (counselor) can use notes to help guide you through the session.