



**COUN6354 Cognitive-Behavioral
Individual, Marriage, and Family Counseling
New Orleans Baptist Theological Seminary
Division of Counseling
Fall 2020**

Professor: Lorien Fleener (504-252-4455, ext. 8306); email: lfleener@nobts.edu
Thursday 8:00 a.m.-10:50 a.m.
Leeke Magee Christian Counseling Center, Room 104-E

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Mission Focus.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Spiritual and Character Formation, Biblical Exposition, Servant Leadership, Interpersonal Skills, and Mission Focus.

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 within a systemic perspective. Students will examine theoretical foundations, research findings, basic principles, assessment techniques, and the intervention strategies of cognitive-behavioral therapy. These examinations are applied to a wide variety of problems in marriage, family, and social relationships and are framed within a Christian theological context.

Course 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.

Program Objectives:

- #1 Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Equip students to design developmentally relevant counseling treatment or intervention plans.
- #3. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Key Performance Indicators

Key Performance Indicator	Learning Experiences	Assessments
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N/A		
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Student Learning Outcomes:

At the conclusion of the course, the student will:

Course Objectives	Learning Experiences	Assessments
Describe the historical and theoretical foundations of Cognitive-Behavioral Therapy. CACREP 2:F.1.a	Instruction: Lecture Introduction to Cognitive Therapy Reading: Beck, Ch. 1, Greenberger & Padesky Chapter 1.	Pre-Test on Cognitive Therapy Historical and Theoretical Foundations Post Test at end of Semester on Historical and Theoretical Foundations
Describe the basic principles, techniques, and applications of Cognitive-Behavioral Therapy CACREP 2:F.5.a, c, g, h, j	Instruction: Model cognitive session; Lectures: Cognitive Conceptualization & Assessment; Structure of First Session; Session Two and Beyond; Problems with Structuring the Therapy Session; Identifying & Evaluating Automatic Thoughts and Responding; Identifying Intermediate Beliefs; Additional Techniques; Imagery; Termination & Prevention; Treatment Planning; Problems in Therapy Reading: Beck, Chapters 2-21 Greenberger & Padesky Chapters 2-12	Mind Over Mood Workbook Assignments Book Review of Second Book
Demonstrate the skills required to utilize this approach. CACREP 2:F.5. f, g, h, i	Instruction: Model cognitive session; class lectures; 6 Therapy sessions with client; Workbook exercises Reading: Beck Chapters 2-21; Padesky Chapters 2-12	6 Therapy Sessions with a client. Video Rubric: Counselor Session Evaluation Cognitive Case Conceptualization Diagram for each of 6 sessions
Articulate Cognitive-Behavioral Therapy elements consistent with Scripture and Christian theology and work toward an integrated model for helping the hurting. CACREP 2:F.2.d, g	Instruction: Integrated into lectures about Automatic Thoughts, Intermediate Beliefs, Core Beliefs Readings:	Counselor Session Evaluation: Conceptual Skills: Theological/Biblical/Spiritual View
Value the importance of truthful cognitions as opposed to distorted cognitions and how they impact the quality of the life of those we help. CACREP 2:F. 5, a, c, g	Instruction: Lectures Readings: Greenberger & Padesky Chapters 1-12	Completion of all Reading Assignments

Assignment/Requirements & Description	Percentage	Due Date
<p>Pretest/Posttest: the historical and theoretical foundations of Cognitive-Behavioral Therapy</p>	5%	<p>Pre: August 27, 5 pm Post: Dec 3, pm</p>
<p>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.</p> <p>Students should report on percentage read of each chapter assigned in the Beck book. (Use reading report sheet).</p>	10%	
<p>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)</p> <p>Responsibilities/Roles:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Recording: Counseling sessions will be held and videotaped in the counseling rooms at LMCCC.</p> <p>Possible Medium Level Problems for the Client:</p> <p>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:</p> <p>Perfectionism Fear of messing up the client Fear of heights</p>	<p>60% (10% x 6 sessions)</p>	

<p>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</p> <p>* The selected difficulty should NOT be of a serious nature, such as working on deep trauma from childhood or serious marital problems.</p>		
<p>Read a Second Book Select a 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.).</p>	10%	10/8
<p>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.</p> <p>The counselor should report (on the Counselor Session Evaluation form) if the client completed all assignments in the workbook.</p>	15%	12/3

Textbooks

Required Texts

- Beck, Judith A. (2011). *Cognitive therapy: Basics and beyond* (2nd ed.). New York: Guilford Press
Greenberger, D., & Padesky, C.A. (2015). *Mind over mood: Change how You feel by changing the way you think*. New York: Guilford Press

One additional text chosen from Selected Bibliography list at end of this syllabus.

Grading Scale

This course is graded according to seminary policy:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

Additional Items and Policies

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.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

Student Services

(CACREP 1.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Course Schedule

Date	Topic for Class	Reading Assignment	Therapy Session
Aug. 27 (Week 1)	Introduction/Syllabus/Overview of Cognitive Cognitive Conceptualization <i>Teletherapy</i> <i>*Students will download Loom & Dreamaker</i>	Beck Chapters 1 & 2 Greenberger Chapter 1	Model session of cognitive
Sept. 3 (Week 2)	Cognitive Conceptualization & Assessment	Beck Chapters 3 & 4 Greenberger Chapter 2	Therapy Session Pair A Assessment Session,
Sept. 10 (Week 3)	Structure of the First Therapy Session	Beck Chapters 5 & 6 Greenberger Chapter 3	Pair B: Assessment Session, Pair A: Cognitive Case Write up & Coun Assessment Eval Due
Sept. 17 (Week 4)	Session Two and Beyond: Structure/Format Problems with Structuring the Therapy Session	Beck Chapters 7 & 8 Greenberger Chapter 4	Pair A Session #1, Pair B: Cognitive Case Write up & Coun Assessment Eval Due
Sept. 24 (Week 5)	Identifying Automatic Thoughts Identifying Emotions	Beck Chapters 9 & 10 Greenberger Chapter 5	Pair B: Session#1 Pair A: Session #1 Coun Session Eval & Case Conceptualization
Oct. 1 (Week 6)	Identifying and Evaluating Automatic Thoughts Responding to Automatic Thoughts Identifying Emotions	Beck Chapters 11 & 12 Greenberger Chapter 6	Pair A: Session#2 (teletherapy) Pair B: Session #1 Coun Session Eval & Case Conceptualization
Oct. 8 (Week 7)	Identifying and Modifying Intermediate Beliefs 2nd Book Critique Due	Beck Chapter 13 Greenberger Chapter 7	Pair B: Session #2 (teletherapy) Pair A: #2 Marked Transcript, Case Conceptualization
Oct. 15 (Week 8)	Core Beliefs	Beck Chapter 14	Pair A: Session # 3 Pair B: #2 Marked Transcript, Case Conceptualization
Oct. 22 (Week 9)	Fall Break No Class		

Oct. 29 (Week 10)	Additional Cognitive/Behavioral Techniques Check Greenberger Workbook	Beck Chapter 15 Greenberger Chapter 8	Pair B: Session #3 Pair A: #3 Case Conceptualization
Nov. 5 (Week 11)	Imagery	Beck Chapter 16 Greenberger Chapter 9	Pair A: Session #4 Pair B: #3 Case Conceptualization
Nov. 12 (Week 12)	Homework	Beck Chapter 17 Greenberger Chapters 10 & 11	Pair B: Session #4 Group A: #4 Case Conceptualization
Nov. 19 (Week 13)	Termination & Prevention	Beck Chapter 18 Greenberger Chapter 12	Pair A: Session #5 (teletherapy) Pair B: #4 Case
Nov. 26 (Week 14)	Thanksgiving Break No Class		
Remainder of Semester Online			
Dec. 3 (Week 15)	Treatment Planning Problems in Therapy Greenberger Workbook Due	Beck Chapters 19 & 20 Greenberger Chapter 13	Pair B: Session #5 (teletherapy) Pair A: #5 Case Conceptualization, Session Evaluation
Dec. 10 (Week 16)	Catch Up time	Bring printed final evaluation (client and counselor) of Session #5 to class.	Pair B: #5 Case Conceptualization, Session Evaluation

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.

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
- Resick, P.A., Monson, C.M., & Chard, K.M. (2017). Cognitive processing therapy for PTSD: A comprehensive manual. 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 Harbinger

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

Mearns, 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