

**PSGA 6245:** Cognitive Behavior Therapy  
**Classroom:** Dealy 330  
**Professor:** Dean McKay, Ph.D., ABPP  
**Class Meetings:** Th 1:30-3:20  
**Office:** Dealy 422 (X4498; mckay@fordham.edu)  
**Office Hours:** By appointment

**Course description:** Cognitive-behavior therapy (CBT) is one of the best empirically supported collection of psychological interventions. The protocols that have been empirically supported typically draw interventions from different theories that collectively are considered part of this broad therapeutic modality. This fact is often lost on practitioners, who often (incorrectly) view CBT as merely a collection of 'techniques' that can be applied for different problems in a menu-like approach. The reality is far different, such that a skilled practitioner draws on the theoretical basis of CBT, and develops interventions tailored to the presenting problem. As a result, this course has the following three primary goals. The first aim is to familiarize students with the tenets of the theories that form the basis of CBT. The second aim is for students to be able to develop effective case conceptualization skills using CBT principles. And third, students will be able to develop interventions, with necessary adjustments based on the altering conditions presented in clinical care.

**Class Structure:** This course will be effectively a series of closely connected 'workshops' where specific knowledge and skills will be covered and developed. At the end of each class session a short 'assessment' of the knowledge and skills covered will be administered so that students may track their progress. Given the class size, these workshops will be highly interactive, and student participation is essential. Preparation for class by completion of the assigned readings, primarily from the text, will also be essential prior to class meetings to ensure rich discussions of the concepts. Also, the Association for Behavioral & Cognitive Therapies (ABCT) meeting will be held in NYC this year (Oct 27 through 30), and it would be ideal if everyone in class attended.

**Assessment:** There will be two evaluations aimed at developing your skill set with CBT. Both will involve the application of material from the course in relation to cases you are currently treating on your externship placements. In addition to these two assignments, there will be a final paper where students will identify a topic in CBT that has been examined in conjunction with a neurobiological perspective. The aim of this paper will be to critically examine the relative contributions of the psychosocial (CBT) and neurobiological components. It is also expected that all students participate in the course in a meaningful fashion. Accordingly, the grade will be determined based on the following percentage contributions:

- Application papers: 25% each
- Final paper: 30%
- Participation: 20%

**Required Book:** Tolin, D.F. (2016). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions*. New York: Guilford.

#### Course Outline:

- 9/1 Welcome and getting started  
Functional Analysis and conceptualization of cases – identifying critical variables and getting oriented to treatment outcome
- 9/8 Behaviors, thoughts and feelings – interrelatedness of crucial components of treatments  
Chapters 1-4  
Stokes, T.F. & Baer, D.M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10, 349-367.
- 9/15 Case Conceptualization  
Chapter 5

- 9/22            Getting started on treatment  
                  Chapters 6-7  
                  Riebel, L. (1984). Paradoxical intention strategies: A review of rationales. *Psychotherapy*, 21, 260-272.
- 9/29            Behavioral interventions  
                  Chapters 8-9
- 10/6            Prescriptive activities  
                  Chapter 10
- 10/13           Exposure  
                  Chapter 11  
                  Abramowitz, J.S. (2013). The practice of exposure therapy: Relevance of cognitive-behavioral theory and extinction theory. *Behavior Therapy*, 44, 548-558.
- 10/20           Developing new skills  
                  Chapter 12
- 10/27           No Class – ABCT Conference in NYC
- 11/3            Cognitive interventions – assessing for the content  
                  Chapter 13
- 11/10           Cognitive restructuring  
                  Chapters 14-16
- 11/17           Automatic processes and cognitive therapy  
                  Chapter 17
- 11/24           No Class - Thanksgiving
- 12/1            Distress Tolerance  
                  Chapters 18-19
- 12/8            Special applications I: Substance Abuse  
                  O'Connor, R.M., & Stewart, S.H. (2010). Substance use disorders. In D. McKay, J.S. Abramowitz, & S. Taylor (Eds.), *Cognitive-behavioral therapy for refractory cases: Turning failure into success* (pp. 211-229). Washington, DC: American Psychological Association.
- 12/15           Special applications II: Borderline Personality Disorder  
                  Hayes, S.C., Masuda, A., Bissett, R., Luoma, J., & Guerrero, L.F. (2004). DBT, FAP, and ACT: How empirically oriented are the new behavior therapy technologies? *Behavior Therapy*, 35, 35-45.