1-1-2008

CS 601 W1 Christian Ethics

Christine Pohl

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INTRODUCTION

This course examines the theory and practice of cognitive-behavioral approaches to psychotherapy. As such, it will cover several cognitive-behavioral theories and their application to treating a variety of psychological difficulties. Attention will be given to the techniques of this approach so that students can understand and apply them in counseling. Christian insights will be noted where applicable.

GOALS

As a result of completing this course, students shall:

- Gain an understanding of the relationship of Christian principles to cognitive-behavioral approaches.
- Develop an understanding of the theoretical formulations of various cognitive-behavioral theories.
- Gain first-hand experience with the techniques of cognitive-behavioral methods.

REQUIRED READINGS


RECOMMENDED READINGS


Additional recommended reading sources are indicated in the daily course schedule. This list includes racial minorities as well as female authors.
COURSE DETAILS

Prerequisite: CO 601                      Enrollment limit: 30

REQUIREMENTS

1. Active participation in class sessions.

2. Attendance at all sessions except in case of emergencies.

3. Completion of reading requirement – 1200 pages including class texts. A report of the reading should be presented on the last day of class. Failure to complete the required reading fully will result in incremental grade reduction.

4. Completion of a research paper 15 pages in length on a topic of the student’s choice in the area of cognitive behavioral therapy. The student has several choices in this area. For example, one might choose to cover a cognitive-behavioral approach or theorist not discussed in the class (David Barlow, Christine Padesky) or the cognitive-behavioral approach to treating some clinical problem, such as depression, panic disorder, Borderline personality disorder, etc. In this paper, students should include the following:

   a. General overview of the theory or approach (and, if relevant, general description of the clinical problem)

   b. Understandings of clinical problems & health

   c. Counselor’s stance/role

   d. Major components of treatment

   e. Typical progression of sessions

   f. Techniques and their therapeutic purposes

   g. Relevant Christian insights and implications

   h. Empirical support for the effectiveness of theory/approach

   i. A personal critique of the theory/approach

5. Completion of a case formulation and a cognitive-behavioral treatment plan based on a case supplied by the course instructors.

6. Completion of a final exam on the course content. This exam will be largely objective in format.
EVALUATION

Course grade will be determined in the following manner:

- Research paper 30%
  Due Friday, August 22, 2008
- Final exam 35%
- Case formulation and cognitive-behavioral treatment planning 30%
  (The case formulation should utilize one theoretical perspective)
  Due Wednesday, August 27, 2008
- Course participation 5%

TIMELY AND SUBSTANTIVE FEEDBACK

Timely: For assessments of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

Substantive: For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

GRADE RANGES

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COURSE SCHEDULE

Day 1

- The history of cognitive-behavioral approaches - Dean
  Class Reading:
  - Dobson chapters 1 and 4
  - Wright et al. chapters 1, 9

- Christian principles in cognitive-behavioral method - Headley
Class Reading:
  - Dobson chapter 5

Additional Reading Resources


- **Cognitive-Behavioral case formulation - Dean and Headley**
  The case for the case formulation assignment will be handed out at this time.
  Video: *Individualized Case Formulation and Treatment Planning*

- **The Structure CBT Therapy**
  Video: *The Structure of the Therapy Session*

Class Reading:
  - Dobson chapter 3, 4 and 7
  - Wright et al. chapters 2-4, 10-11

Day 2

- **Behavior Therapy - Dean**
  Video: *Activity Scheduling*

Class Reading:
  - Dobson chapter 7
  - Wright et al., chapters 6-7

Additional Reading Resources


- **Rational Emotive Behavior Therapy - Headley**
  Videos: *Conversations with Albert Ellis*  
  *Actualization Therapy*

- **Assessing and Dealing with Thoughts**
Video: Use of the Thought Record

Class Reading:
- Dobson chapter 9
- Leahy chapters 1,2
- Wright et al., chapter 5

Additional Reading Resources


Day 3

- **Cognitive Therapy by the Becks - Dean**

  Class Reading:
  - Dobson chapter 10
  - Leahy chapters 3-5

  Additional Reading Resources


- **Multimodal Therapy by A. Lazarus - Headley**

  Videos: Multimodal Therapy
  - The Assessment Therapy Connection
  - Use of Bridging and Tracking

  Class Reading:
  - Leahy chapters 5-6

  Additional Reading Resources

Day 4

- *Schema Therapy by J. Young - Dean*

  Video: Schema Change Methods

  Class Reading:
  - Dobson chapter 11
  - Leahy chapters 7-8
  - Wright et al., chapter 8

  Additional Reading Resources


- *Stress Inoculation Training by D. Meichenbaum - Headley*

  Video: Mixed Anxiety and Depression

  Class Reading:
  - Dobson chapter 6
  - Leahy chapters 9-12

  Additional Reading Resources


SELF-HELP BOOKS


Day 5

- *Case Formulations Review*

- *Final exam - 2 hours*