



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8010

Course Title: Cognitive Behavioral Theory and Therapy

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2025

Course Credits: 03

Class Meeting Days: Tuesday

Class Meeting Hours: 1:00PM – 4:00PM

Class Location: Kieffer 6

Instructor Name: Lianne Philhower, PsyD, MPH, C-DBT

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Office Location: Kieffer 5

Office Hours: Wednesday 1:00pm – 4:00pm & Thursdays 4:00pm – 5:30pm.

Other times available upon request.

University Course Catalog Description and Overview

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai‘i School of Professional Psychology at Chaminade University of Honolulu’s clinical psychology doctoral program’s aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai‘i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence-based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai‘i School of Professional Psychology at Chaminade University of Honolulu’s clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will apply their therapeutic engagement skills using a current and evidence-based cognitive-behavioral approach to therapy. This includes establishing a therapeutic relationship, setting an agenda, using CBT techniques appropriately, and closing the CBT session efficiently. These skills will be demonstrated in role-plays and skill practice activities. (*Competency 2 & 8*)
2. Students will apply their critical thinking and clinical integration skills. These skills will be evidenced through the development of sound cognitive-behavioral case formulations and treatment plans, assigned CBT homework and data collection, in-class role-play activities, and midterm/final exams. (*Competency 2 & 8*)
3. Students will apply their written and oral case conceptualization skills. These skills will be evidenced through case summaries and presentations as well as on midterm/final exams. (*Competency 2 & 8*)
4. Students will apply their knowledge of diversity to a cognitive-behavioral approach to therapy. This will be demonstrated in class discussions, role-plays, case summaries, and on midterm/final exams. (*Competency 4 & 11*)
5. Students will apply critical thinking and reflexive-thinking skills via awareness of personal and professional biases that impact the therapeutic process. These skills will be evidenced by appropriate discussion, feedback, and reflections during class activities, role-plays, assignments, and final exam responses. (*Competency 2 & 3*)
6. Students will apply their awareness of ethics and professional behavior in practice. This skill will be demonstrated through class discussion, assignments, and exam responses. (*Competency 1*)

Required Learning Materials

Required Textbooks

- Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed.). Guilford Press.
- Hayes, S. C. & Hofmann, S. G. (2018.) *Process-based CBT: The science and core clinical competencies of cognitive behavioral therapy*. Context Press
- Waltman, S. H., Codd III, R. T., McFarr, L. M., & Moore, B. A. (2021). *Socratic questioning for therapists and counselors: Learn how to think and intervene like a cognitive behavior therapist*. Routledge

Required Readings

- American Psychological Association (2017). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
- Barrio-Martinez, S., Rodriguez-Perez, N., Priede, A., Medrano, L. A., Munoz-Navarro, R., Moriana, J. A., Carpallo-Gonzalez, M., Prieto-Vila, M. Ruiz-Rodriguez, P., Cano-Vindel, A., & Gonzalez-Blanch, C. (2024). Patterns of cognitive-emotional change after cognitive-behavioral treatment in emotional disorders: A 12-month longitudinal cluster analysis. *PLoS ONE*, 19(5): e0301746. <https://doi.org/10.1371/journal.pone.0301746>
- Ciarrochi, J., Hernandez, C., Hill, D., Ong, C., Gloster, A T., Levin, M. E., Yap, K., Fraser, M. I., Sahdra, B. K., Hofmann, S. G., & Hayes, S. C. (2024). Process-based therapy: A common ground for understanding and utilizing therapeutic practices. *Journal of Psychotherapy Integration*. 34(3), 265-290. Retrieved from: <https://doi.org/10.1037/int000348>
- Easden, M. H. & Fletcher, R. B. (2020). Therapist competence in case conceptualization and outcome in CBT for depression. *Psychotherapy Research*, 30(2), 151-169. Retrieved from: <https://doi.org/10.1080/10503307.2018.1540895>
- Hasani, M., Zenoozian, S., Ahmadi, R., Khakpoor, S., Saberi, S., Pirzeh, R., & Saed, O. (2025). Evaluating the efficacy of rumination-focused cognitive-behavioral therapy in alleviating depression, negative affect, and rumination among patients with recurrent major depressive disorder: A randomized, multicenter clinical trial. *BMC Psychiatry*, 25:626. Retrieved from: <https://doi.org/10.1186/s12888-025-07065-y>
- Jobes, D. A. (2020). Commonsense recommendations for standard care of suicidal risk. *Journal of Health Service Psychology*, 46(4), 141-148.

- Jona, C. M. H., Sheen, J. A., Anderson, K., & O'Shea, M. (2023). Self-disclosure in a self-practice/self-reflection CBT group in professional psychology training. *Training and Education in Professional Psychology, 17*(4), 383-390.
- Rafihi-Ferreira, R. E., Hasan, R., Toscanini, A. C., Linares, I. M. P., Borges, D. S., Brasil, I. P., Carmo, M., Neto, F. L., & Morin, C. (2024). Acceptance and commitment therapy versus cognitive behavioral therapy for insomnia: A randomized controlled trial. *Journal of Consulting and Clinical Psychology, 92*(6), 330-343. Retrieved from: <https://doi.org/10.1037/ccp0000881>
- Reslink, A. & Brosius, S. (2024). Proposed self-as-context interventions for gender minority clients. *Journal of LGBTQ Issues in Counseling, 19*(1), 40-55. Retrieved from: <https://doi.org/10.1080/26924951.2024.2439595>
- Vancappel, A., Chavigny, C., Chami, L., Kazour, F., & El-Hage, W. (2025). Group dissociation-focused cognitive behavioral therapy (DF-CBT) in patients suffering from a dissociative subtype of PTSD: An exploratory study. *Journal of Trauma & Dissociation, 26*(1), 99-114. Retrieved from: <https://doi.org/10.1080/15299732.2024.2407779>
- Xu, F. & Zhang, H. (2025). A case report of cognitive behavioral therapy for social anxiety. *Frontiers in Psychology 16*:1520581. doi:10.3389/fpsyg.2025.1520581

Course Requirements

Course Requirements in Relation to Credit Hours. This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

Instructor's Assumptions

- *Learning is a shared responsibility.*
- *There is a positive correlation between one's involvement and one's learning.*
- *There are many truths and many perspectives; all are useful in developing self-awareness and awareness of the possible other points of view.*

Attendance and Participation. (5) Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments on time, and behave appropriately and professionally at all times. Tardiness is considered to be more than 15 minutes late to class. Two (2) tardy marks will result in an individual meeting with the instructor, and three (3) or more tardy marks will result in a meeting with the student's academic advisor for remediation. Two absences (excused or unexcused) will require additional work outside of class time. and may result in loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's sole discretion. If three (3) or more classes are missed (without reasonable exceptions that are cleared by the instructor), the student will be required to re-take the course. Student attendance and participation will be one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of this course within the clinical practice of psychology.

Homework Assignments (15): Homework is an essential part of cognitive behavioral therapy. Homework assignments are worth 3pts. each. Students will work with each other to learn about different types of CBT homework assignments and how they may be useful for future clients who may have a variety of challenges. By working with peers, students will learn how to tailor and modify homework for clients they work with, trouble-shoot challenges, and discover the experience of providing, receiving, and doing CBT homework.

Basic Clinical Skill Evaluation (15): The clinical skill evaluation provides the student with the opportunity to demonstrate key basic clinical aptitudes such as attunement, empathy, rapport building, awareness of CBT structure & strategies, Socratic questioning, eliciting and responding to automatic thoughts, CBT case conceptualization/formulation, decision-making, treatment planning, collaborating on homework, and asking for feedback. The evaluations are done during CBT practice role-plays throughout the term. *See rubric for this assignment.*

CBT Video Demonstration and Presentation (15): Students will work in groups of two or three on a 70-minute presentation. Students will include a video recorded 20-minute CBT demonstration of a CBT strategy or skill. The group will present the video and teach the class about the skill(s), providing useful tips and evidence-based literature that supports it use. The purpose of the video is to support learning of clinical aspects of CBT not otherwise learned through reading. It is an opportunity to apply key concepts and skills discussed in the course lectures and text. Skills that will be demonstrated and presented must be approved by the instructor. Examples of skills that may be demonstrated include but are not limited to: 1. Evaluation Session, 2. Beginning of a Session, 3. Closing a Session, 4. Identifying Relevant Situations, Thoughts, Feelings, and Behaviors, 5. Identifying Underlying Assumptions and Core Beliefs, 6. Working with Thoughts, 7. Addressing Anxiety and Avoidance, 8. Behavioral Activation, 9. Behavioral Experiments, 10. Reviewing Past HW and Collaborating on New Homework, 11. Responding to Negative Feedback or Problems in Therapy, 12. Sharing a Working Conceptualization. *See rubric for this assignment.*

Transcript Analysis & Summary (15):

The student will provide 2-3 pages of transcription from one of their CBT practice sessions along with a short summary. Transcript analysis must include clinical markers that guide the therapist in their approach with their “client”. The summary includes the problem of focus, a brief conceptualization, the overall goal of therapy, the goal of the session, strategies used, and personal critique. Late assignments will be deducted 1 point for each day it is late. *See rubric for this assignment.*

CBT Case Conceptualization & Formulation (15) The student will submit a written cognitive case conceptualization and formulation that includes a brief case history, formulation, and treatment plan. Material for the cognitive case write up will be gathered through in-class data collection during practice activities. During that time, each student will choose a clear “problem” they would like to focus on. For example, it may be that the student would like to work on decreasing procrastination, achieving better balance of school and family, improved health and fitness, or improve focus on professional goals or financial management. The student will explore their own behavior, feelings/emotion, thoughts, intermediate beliefs, and schemas while assigning themselves CBT objectives and homework to help improve their chosen area of functioning. They will be assigned a partner who will act as a peer CBT consultant to help them identify their goals, automatic thoughts, intermediate and core beliefs. The peer consultant may also help with case formulation, collaborating on intervention strategies, and tracking the intervention by reviewing with the student any CBT homework assignments. Late assignments will be deducted 1 point for each day it is late. *See rubric for this assignment.*

CBT Exam (20): There will be an in-class exam based on assigned readings and lectures. Exams provide the student with an opportunity to demonstrate understanding of key CBT terms, assumptions, as well as written conceptualization, formulation, and treatment planning competencies. *The final exam must be passed at 75% or better to pass the class.*

Grading

Project/Assignment	Point Value
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Attendance and Participation	5
Homework Assignments	15
Basic Clinical Skills Evaluation	15
Transcript Analysis & Summary	15
CBT Video Demonstration Presentation	15
CBT Case Conceptualization & Formulation	15
CBT Exam	20
Total	100

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 ($\leq$ 69); Failed - No credit given

Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Student with Disabilities Statement:

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate

documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua 'Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Title IX and Nondiscrimination Statement:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination:

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES. The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

CUH Alert Emergency Notification:

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work:

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending

class, and they should arrange to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Honesty:

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University. For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	8/26	-Introduction to CBT -History and Evolution of CBT -Ethical and Legal issues in Therapy	Syllabus Beck: Ch. 1, 2, & Appendix A Hayes & Hofmann: Intro & Ch. 1 - 5 APA(2017)	
2	9/2	-CBT Theoretical Orientation -Conceptualization & Formulation	Beck: Ch. 3, 4, & 9 Hayes & Hofmann: Ch. 6 - 10 Rafihi-Ferreira et al. (2024)	
3	9/9	-Third Wave CBT & Process-Based CBT	Beck: Ch. 16, 19, & 20 Hayes & Hofmann: Ch. 26 Waltman et al.: Ch. 1 & 16 Ciarrochi et al. (2024)	
4	9/16	-Evaluation Session -Structuring CBT Sessions -Action Plans -Asking for feedback	Beck: Ch. 5, 6, 8, 10, & 11 Hayes & Hofmann: Ch. 15 - 17 Waltman et al.: Ch. 2 & 3 Jona et al. (2023)	
5	9/23	-Identifying and Responding to Automatic Thoughts, Feelings & Behaviors -Cognitive Distortions	Beck: Ch. 12-15 Hayes & Hofmann: Ch. 21, 23, 24 Waltman et al.: Ch. 4 - 6 Reslink & Brosius (2024)	HW#1
6	9/30	Working with Depression -Modifying Behavior -Behavioral Activation	Beck: Ch. 7, Appendix D Hayes & Hofmann: Ch. 11-14, 19 Waltman et al.: Ch. 7 Hasani et al. (2025)	HW#2

7	10/7	Working with Anxiety -Identifying and Modifying Intermediate and Core Beliefs - Socratic Questions and Guided Discovery	Beck Ch. 17-18 Hayes & Hofmann Ch. 22, 26 Waltman et al.: Ch. 8 – 11 Xu & Zhang (2025)	HW#3
8	10/14	- Strengths-Based Conceptualization -Cross-sectional Conceptualization Practice	Beck: Appendix B & C Hayes & Hofmann Ch. 18, 25 Waltman et al.: Ch.13	HW#4
9	10/21	-Longitudinal Conceptualization -Formulation & Treatment Planning	Waltman et al.: Ch 14 - 16 Easden & Fletcher (2020)	HW#5
10	10/28	-Working with Personality Disorders - Transcription Analysis and Process Markers - Termination and Relapse Prevention	Beck Ch. 21 Hayes & Hofmann: Ch. 20, 23-26 Waltman et al.: Ch. 12	Transcript Analysis & Summary
11	11/4	Veteran's Day – HOLIDAY OBSERVED		
12	11/11	-Crisis Management -Suicidality/Homicidality -Termination -Addressing Problems in Therapy	Beck Ch. 22 Hayes & Hofmann: Ch. 28 & 29 Jobes (2020)	CBT Case Conceptualization & Formulation
13	11/18	Video Presentations – Day 1 Groups 1 & 2	Reslink & Brosius (2024) Vancappel et al. (2025)	Groups 1&2 Resources
14	11/25	Video Presentations – Day 2 Groups 3 & 4	Barrio-Martinez et al. (2024)	Groups 3&4 Resources
15	12/2	CBT Exam		
16	12/9	Video Presentations – Day 3 Groups 5 & 6		Groups 5&6 Resources