



**COUN6354 Cognitive-Behavioral  
Individual, Marriage, and Family Counseling  
New Orleans Baptist Theological Seminary  
Division of Counseling  
Fall 2022- Thursday 8:00-10:50 AM  
NOLA2U Live**

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**Teaching Assistant:**

**Mission Statement**

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

**Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**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
N/A		

### 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	<b>Instruction:</b> Lecture Introduction to Cognitive Therapy  <b>Reading:</b> 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	<b>Instruction:</b> 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 <b>Reading:</b> 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	<b>Instruction:</b> Model cognitive session; class lectures; 6 Therapy sessions with client; Workbook exercises <b>Reading:</b> 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	<b>Instruction:</b> Integrated into lectures about Automatic Thoughts, Intermediate Beliefs, Core Beliefs <b>Reading:</b>	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	<b>Instruction:</b> Lectures <b>Reading:</b> Greenberger & Padesky Chapters 1-12	Completion of all Reading Assignments

## Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<b>Pretest/Posttest:</b> the historical and theoretical foundations of Cognitive-Behavioral Therapy	5%	Pre: August 18 Post: November 17
<p><b>Complete all assigned reading:</b> 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 Canvas).</p>	10%	
<p><b>Therapy Sessions</b> 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 &amp; Counselor Assessment Session Evaluation. Counselor Session Evaluation: Sessions 1, &amp; 5; Case Conceptualization form: Sessions 1, 2, 3, 4, 5. Typed transcript of session: Session 2)</p> <p><b>Responsibilities/Roles:</b></p> <p><b>Client:</b> 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><b>Counselor:</b> 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><b>Possible Medium Level Problems for the Client:</b></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. 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</p>	60% (10% x 6 sessions)	

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.		
<b>Read a Second Book</b> 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.).	10%	10/13
<b>Complete the Mind Over Mood Workbook</b> 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.	15%	9/29  11/17

## Textbooks

### Required Texts

Beck, Judith A. (2021). *Cognitive therapy: Basics and beyond* (3rd 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.

\*If you are not already in practicum or internship, you will need to purchase a Dreamaker subscription.

### If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web-conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus.
3. Technical issues will not be considered a valid reason for missing a class session.

## 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

### **Attendance Policy**

**Traditional and NOLA2U Classes:** Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of "F" for the course. Three tardies will count as one absence.

### **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](mailto: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](http://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 Canvas for information specific to this course. Because Canvas 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 Canvas 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 Canvas 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](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [Canvas.NOBTS.com](http://Canvas.NOBTS.com) - Click on the "Help" button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to [Canvas@nobts.edu](mailto:Canvas@nobts.edu).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://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](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

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

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 –



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### Course Schedule

Date	Topic for Class	Reading Assignment	Therapy Session
Aug. 18 (Week 1)	Syllabus, Introduction to Cognitive Behavior Therapy, Overview of Treatment, & Cognitive Conceptualization  <i>Teletherapy</i> <i>*Students will purchase/download needed programs for teletherapy (Dreamaker)</i>	Beck Chapters 1, 2, & 3  Greenberger Chapter 1	Model session of cognitive
Aug. 25 (Week 2)	Cognitive Conceptualization, The Therapeutic Relationship, & The Evaluation Session	Beck Chapters 4 & 5 Greenberger Chapter 2	Pair A: Evaluation Session
Sept. 1 (Week 3)	The First Therapy Session, Activity Scheduling, & Action Plans	Beck Chapters 6, 7, & 8  Greenberger Chapter 3	Pair B: Evaluation Session  Pair A: Cognitive Case Write Up & Evaluation
Sept. 8 (Week 4)	Treatment Planning, Structuring Sessions, & Problems in Structuring Sessions	Beck Chapters 9, 10, & 11  Greenberger Chapter 4	Pair A Session #1  Pair B: Cognitive Case Write Up & Evaluation Summary Due
Sept. 15 (Week 5)	Identifying Automatic Thoughts & Emotions	Beck Chapters 12 & 13  Greenberger Chapter 5	Pair B: Session#1  Pair A: Session #1 Coun Session Eval & Case Conceptualization
Sept. 22 (Week 6)	Evaluating Automatic Thoughts & Responding to Automatic Thoughts	Beck Chapters 14 & 15  Greenberger Chapter 6	Pair A: Session#2  Pair B: Session #1 Coun Session Eval & Case Conceptualization
Sept. 29 (Week 7)	Introduction to Beliefs & Modifying Beliefs  <b>Check Greenberger Workbook</b>	Beck Chapter 17 & 18  Greenberger Chapter 7	Pair B: Session #2  Pair A: #2 Marked Transcript, Case Conceptualization
Oct. 6 (Week 8)	<b>Fall Break</b> <b>No Class</b>		
Oct. 13 (Week 9)	Introduction to Beliefs & Modifying Beliefs (continued)  <b>2<sup>nd</sup> Book Critique Due</b>		Pair A: Session # 3  Pair B: #2 Marked Transcript, Case Conceptualization

Oct. 20 (Week 10)	Integrating Mindfulness into CBT & Additional Techniques	Beck Chapter 16 & 19 Greenberger Chapter 8	Pair B: Session #3 Pair A: #3 Case Conceptualization
Oct. 27 (Week 11)	Imagery	Beck Chapter 20 Greenberger Chapter 9	Pair A: Session #4 (teletherapy) Pair B: #3 Case Conceptualization
Nov. 3 (Week 12)	Termination & Prevention	Beck Chapter 21 Greenberger Chapters 10 & 11	Pair B: Session #4 (teletherapy) Group A: #4 Case Conceptualization
Nov. 10 (Week 13)	Problems in Therapy	Beck Chapter 22 Greenberger Chapter 12	Pair A: Session #5 Pair B: #4 Case Conceptualization
Nov. 17 (Week 14)	Wrap-Up/Review  <b>Greenberger Workbook Due</b>	Greenberger Chapter 13	Pair B: Session #5 Pair A: #5 Case Conceptualization, Session Evaluation
Nov. 24 (Week 15)	<b>Thanksgiving Break No Class</b>		
(Week 16)	Final	Submit printed final evaluation (client and counselor) of Session #5.	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 Canvas class and watch for an announcement about resuming classwork via Canvas. If the campus will be closed for an extended time, it will be important that you are able to access Canvas to continue in this class.

## Selected Bibliography

### Anxiety

- Butler, G., Fennell, M., & Hackmann, A. (2008). *Cognitive-behavioral therapy for anxiety disorders: Mastering clinical challenges*. Guilford Press.
- Dugas, M. J., & Robichaud, M. (2007). *Cognitive-behavioral treatment for generalized anxiety disorder*. Routledge.
- Hazlett-Stevens, H. (2008). *Psychological approaches to generalized anxiety disorder: Advances in research and practice*. Springer.
- Leahy, R. L. (2005). *The worry cure*. The River Press.
- Rosqvist, J. (2005). *Exposure treatments for anxiety disorders: A practitioner's guide to concepts, methods, and evidence-based practice*. Brunner-Routledge.

### Trauma and PTSD

- Foa, E. B., & Rothbaum, B. O. (1998). *Treating the trauma of rape: Cognitive behavioral therapy for PTSD*. 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.) Guilford Press.
- Resick, P.A., Monson, C.M., & Chard, K.M. (2017). *Cognitive processing therapy for PTSD: A comprehensive manual*. Guilford Press.

### 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*. Routledge.

### Phobias

- Antony, M. M., & Swinson, R. P. (2000). *Phobic disorders and panic in adults: A guide to assessment and treatment*. American Psychological Association.
- Antony, M. M., & Rowa, K. (2007). *Overcoming fear of heights: How to conquer acrophobia and live a life without limits*. New Harbinger.
- Antony, M. M., & McCabe, R. E. (2005). *Overcoming animal & insect phobias: How to conquer fear of dogs, snakes, rodents, bees, spiders & more*. New Harbinger.

### Mood Disorders

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

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

### **Schizophrenia**

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

### **Sleep Disorders**

Edinger, J. D., & Carney, C. E. (2008). *Overcoming insomnia: A cognitive-behavioral therapy approach workbook*. 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*. Guilford Press.

Daley, D. C., & Marlatt, D. C. (2006). *Overcoming your alcohol or drug problem: Effective recovery strategies* (2nd ed.). 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.). New Harbinger.

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

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

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

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

### **Eating Disorders**

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

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

### **Marriage and Family**

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

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

Ledley, D. (2009). *Becoming a calm mom: How to manage stress and enjoy the first year of motherhood*. 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.). New Harbinger.

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

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

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

### **Trauma and PTSD**

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

### **GAD**

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

### **Panic Disorder**

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