



**COUN6354 Cognitive-Behavioral Counseling:
Individual, Marriage, and Family Counseling
New Orleans Baptist Theological Seminary
Division of Counseling
Fall 2023- Thursday 8:00-10:50 AM**

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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	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	<i>Mind Over Mood</i> 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	5 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 Reading:	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 Reading: Greenberger & Padesky Chapters 1-12	Completion of all Reading Assignments

Textbooks**Required Texts**

Beck, Judith A. (2021). *Cognitive behavior 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

Subscription to Dreammaker video software (\$35 applied to student account. More information will be given in class.)

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

Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<p>Complete all assigned reading: 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 each week. (Use Canvas).</p>	10%	Each Week's Reading Should be Completed Prior to Class
<p>Therapy Sessions Read and sign Informed Consent form and participate in Therapy Pairs for 5 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.</p> <p>See assignments to be turned in on Handout given in class for Therapy Sessions.</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 first 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 held at LMCCC will be automatically recorded and copies will need to be requested at the reception desk. If you are attending class from a distance, you will need to secure a way to record the online session. Consult with professor for options for doing this.</p> <p>Possible Medium Level Problems for the Client:</p> <p>Some issues might include topics such as:</p> <ul style="list-style-type: none"> Perfectionism 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 <p>* The selected difficulty should NOT be of a serious nature, such as working on deep trauma from childhood or serious marital problems.</p>	60% (12% x 5 sessions)	

Book Review 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%	10/12
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.	20%	9/28 11/16

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

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.

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.
4. Camera must be on during class.

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.

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](#).

Course Schedule

B= Beck text; G=Greenberg workbook

Date	Topic for Class	Reading
Aug. 17 (Week 1)	Intro to CBT treatment and conceptualization	B: Chs. 1, 2, 3 G: Ch. 1
Aug. 24 (Week 2)	CBT Core Concepts Therapeutic Relationship & the Evaluation Session	B: Chs. 4 & 5 G: Ch. 2
Aug. 31 (Week 3)	The First Session Activity Scheduling and Action Plans	B: Chs. 6, 7, 8 G: Ch. 3
Sept. 7 (Week 4)	Treatment Planning Structuring Sessions	B: Chs. 9, 10, 11 G: 4
Sept. 14 (Week 5)	Identifying Automatic Thoughts & Emotions	B: Chs. 12 & 13 G: Ch. 5
Sept. 21 (Week 6)	Evaluating Automatic Thoughts Responding to Automatic Thoughts	B: Chs. 14 & 15 G: Ch. 6
Sept. 28 (Week 7)	Introduction to Core Beliefs Modifying Core Beliefs Workbook Check	B: Chs. 17 & 18 G: Ch. 7
Oct. 5 (Week 8)	Fall Break	Fall Break
Oct. 12 (Week 9)	Core Beliefs & Modifying Core Beliefs	Book Review Due
Oct. 19 (Week 10)	Integrating Mindfulness into Treatment 4 th Wave Treatments	B: Chs. 16 & 19 G: Ch. 8
Oct. 26 (Week 11)	Imagery in Treatment 4 th Wave Treatments	B: Ch. 20 G: Ch. 9
Nov. 2 (Week 12)	Termination of Treatment Prevention and Positive Psychology	B: Ch. 21 G: Chs. 10 & 11
Nov. 9 (Week 13)	Problems in Treatment	B: Ch. 22 G: Ch. 12
Nov. 16 (Week 14)	Wrap-Up Review Workbook Due	G: Ch. 13
Nov. 23 (Week 15)	Thanksgiving Break	Thanksgiving Break
Nov. 30 (Week 16)	Final	Submit Final 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.

Additional Items and Policies

Academic Policies

Academic policies relating 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 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 [Self-Serve](#). 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 by 11:59 PM (Central Time Zone) on the due date listed in the syllabus. For this policy, "days" are calendar days from 12:00 AM to 11:59 PM. Work turned in one to seven days late will receive a 10% deduction; work turned in eight to fourteen days late will receive a 20% deduction; work will not be accepted after 14 days. No coursework will be accepted after the last final exam day of the semester as listed in the graduate catalog. In cases of extreme extenuating circumstances, students may appeal to the counseling department faculty for an exception to this policy by completing a form available from the Counseling Division Administrative Assistant.

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 ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu or My.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. Canvas@nobts.edu - Email for technical questions/support requests with the NOBTS Canvas Learning Management System (Faculty/Students/Staff) Canvas.NOBTS.edu.
3. Bluejeanshelpdesk@nobts.edu - Email for technical questions/support requests with the Bluejeans & NOBTS Bluejeans classrooms (On and Off-Campus)
4. TelephoneHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS On-Campus Phone system.
5. ITCSupport@nobts.edu - Email for technical questions/support requests in the Flex classrooms and for general technical questions/support requests. If you are not sure who to contact, use this email address!
6. [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests. (Currently available Mon-Thurs 7:00am-9:00pm & Fri 7:00-7:00pm Central Time)
7. 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 Luter 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.

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 Canvas	Canvas@nobts.edu	504.816.8180	Canvas.NOBTS.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

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

Barlow, D. H., & Craske, M. G. (2007). *Mastery of your anxiety and panic* (4th ed.) (workbook) Oxford University Press. (See accompanying therapist manual)

Wilson, R. (2009). *Don't panic: Taking control of anxiety attacks* (3rd ed.). 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.). New Harbinger.

Stein, M.B., & Walker, J.R. (2009). *Triumph over shyness: Conquering social anxiety disorder* (2nd ed.) Anxiety Disorders Association of America.

Phobias

Antony, M. M., Craske, M. G., & Barlow, D. H. (2006). *Mastering your fears and phobias* (workbook) (2nd ed.) Oxford University Press. (See also accompanying therapist manual)

Mood Disorders

Basco, M. R. (2006). *The bipolar workbook: Tools for controlling your mood swings*. Guilford Press.

Bieling, P. J., & Antony, M. M. (2003) *Ending the depression cycle: A step-by-step guide for preventing relapse*. New Harbinger.

Gilson, M., Freeman, A., Yates, M. J., & Freeman, S. M. (2009). *Overcoming depression: A cognitive therapy approach* (workbook) (2nd ed.). Oxford University Press. (See also accompanying therapist manual)

Knaus, W. J. (2006). *The cognitive behavioral workbook for depression: A step-by-step program*. New Harbinger.

Leahy, R. L. & Holland, S. J. (2000). *Treatment plans and interventions for depression and anxiety disorders*. Guilford Press.

Self-Esteem

Schiraldi, G. R. (2001). *The self-esteem workbook*. New Harbinger.

Weight Management

LaLiberte, M., McCabe, R. E., & Taylor, V. (2009). *The cognitive behavioral workbook for weight management: A step-by-step program*. New Harbinger.

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*. 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*. Guilford Press.

Trichotillomania

Franklin, M. E., & Tolin, D. F. (2007). *Treating trichotillomania: Cognitive-behavioral therapy for hair pulling and related problems*. Springer.