

# THE UNIVERSITY OF TEXAS AT AUSTIN

## SCHOOL OF SOCIAL WORK

<b>Course Number:</b>	SW393R13	<b>Instructors:</b>
<b>Unique Number:</b>	60720	Clay Shorkey,
<b>Semester:</b>	Fall 2015	LCSW, PhD
<b>Meeting Time:</b>	Wednesday 5:30-8:30pm	Josleen and
<b>Meeting Place:</b>	SSW 1.212	Frances Lockhart
<b>Office Number:</b>	SSW1.218G	Professor of
<b>Office Phone:</b>	471-0520	Direct Practice in
<b>Office Hours:</b>	By appointment	Social Work

### Cognitive Behavior Therapy

#### I. Standardized Course Description

This course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with cognitive behavior therapy. Students will develop a working understanding of cognitive behavioral practice becoming knowledgeable about classical formulations of this practice model. In addition, students will select, analyze, and integrate contemporary empirically based cognitive behavioral intervention strategies into the classical model. Finally, students will incorporate cognitive behavioral methods into their own personal social work practice model.

#### II. Standardized Course Objectives

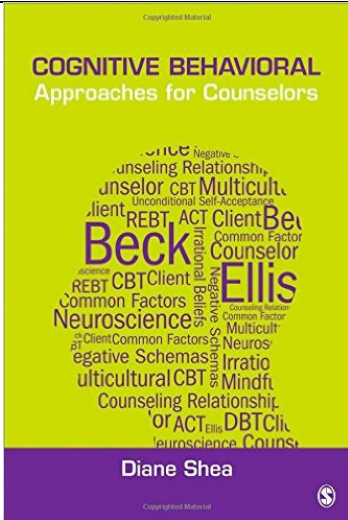
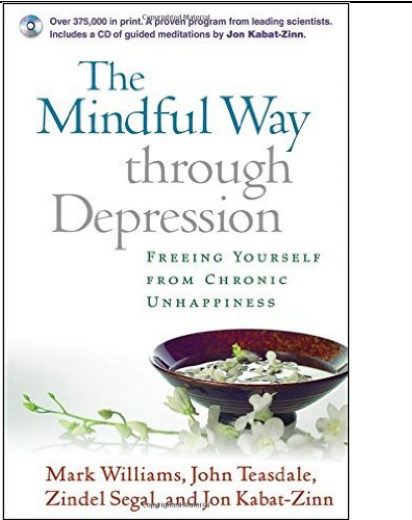
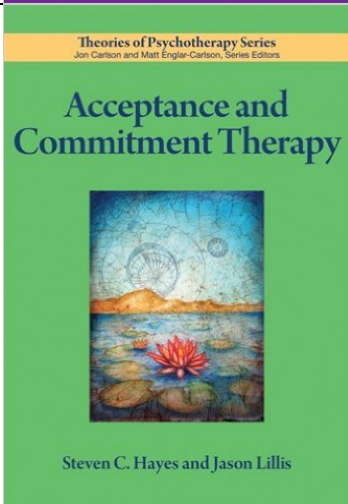
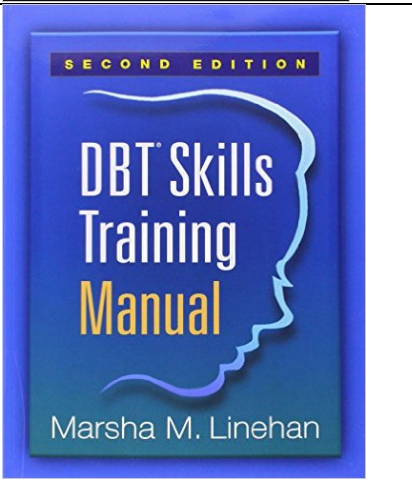
1. Demonstrate an understanding of the theory and basic practice principles of different types of cognitive behavior therapy (e.g., REBT, ACT, Mindfulness-based) in the current context of practice.
2. Demonstrate an understanding of the historical development of approaches to cognitive behavior therapy, critical thinking related to assessment and intervention procedure of these approaches.
3. Demonstrate skills in the evidence based practice process in assessment, treatment planning and application of advanced cognitive behavior therapy techniques with individuals and groups within a social work human behavior framework.
4. Sensitively differentiate the need for appropriate variations in cognitive-behavioral approaches for use with diverse social, gender, ages, ethnic and cultural groups, at-risk populations and individuals with differences in life experiences.

5. Demonstrate the ability to identify and work through values conflicts and ethical dilemmas related to the use of cognitive behavioral methods.
6. Demonstrate an ability to integrate the cognitive behavioral practice approaches into a broader personal model of social work practice.

### III. Teaching Methods

Teaching methods will include lecture, group discussion, group exercises, audio-visual materials, and guest lecturers.

### IV. Required Texts, and Materials Required:

<p><b>Cognitive Behavioral: Approaches for Counselors</b></p> <p>Diane Shea</p>		<p><b>The Mindful Way through Depression: Freeing yourself from Chronic Unhappiness</b></p> <p>Mark Williams, John Teasdale, Zindel Segal, and Jon Kabat-Zinn</p>	
<p><b>Acceptance and Commitment Therapy</b></p> <p>Steven C. Hayes &amp; Jason Lillis</p>		<p><b>DBT Skills Training Manual</b></p> <p>2<sup>nd</sup> edition</p> <p>Marsha M. Linehan</p>	

Recommended Resources/Books: (The journals are all available in the Social Work Learning Resource Center)

- Journal of Cognitive Psychotherapy
- Cognitive Therapy and Research
- Cognitive and Behavioral Practice
- Journal of Rational-Emotive & Cognitive-Behavior Therapy
- Albert Ellis- *A New Guide to Rational Living*

## V. Course Requirements

- Reading assignments should be completed prior to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Student's questions and comments provide the instructor an important assessment tool for whether or not readings are being completed outside of class.
- Each student should submit **ten** brief assignments throughout the course of the semester. Details of the assignments will be given on separate handouts. They should be turned in the week following the presentation on that material. There will also be a final paper, with more details of this assignment given later in the semester.

## VI. Class Policies

### **Attendance**

Class attendance is required to complete all of the assignments. Students may miss no more than two (2) class sessions. Students who fail to attend class on a regular basis (missing more than 2 classes without a valid excuse, e.g., medical documentation) will receive one course grade lower than their final grade when points are totaled. Students who miss more than three unexcused classes may receive two grades lower than their final grade. Students who leave at the mid-point break of the class will be counted as attending  $\frac{1}{2}$  of the only class. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on class participation.

### **Late Assignments**

Assignments are due on the dates indicated in the course syllabus. Late assignments will not be accepted without penalty. One point will be deducted from the assignment for each day past the due date.

### **Student Concerns**

Students who would like to discuss a concern with either the professor or the teaching assistant related to the class should make an appointment at a time mutually convenient.

<b><i>Assignment:</i></b>	<b><i>Points:</i></b>	<b><i>Due Date:</i></b>
Values Exercise	15	9/16/15
Shame Attacking Exercise	15	9/30/15
Meeting with Dr. Shorkey	15	Schedule 10/7/15
Annotated Bibliography	30	10/21/15
CBT Role Play	30	11/4/15
DBT Skills Assignment	30	11/18/15
Attendance	15	
<b>Total</b>	150	

### **Attendance:**

0 to 1 missed class:	15 points
1½ -2 missed classes:	10 points
More than 2 missed classes:	0 points

### **Grading Scale:**

141-150 (94%-100%) = A
135-140.999 (90%- 93%) = A-
130-134.999 (87%- 89%) = B+
126-129.999 (84%- 86%) = B
120-125.999 (80%- 83%) = B-
115-119.999 (77%-79%) = C+
111-114.999 (74%-76%) = C
105-110.999 (70%-73%) = C-
100-104.999 (67%-69%)= D+
96-99.999 (64%-66%)=D
90-95.999 (60%-63%)=D-
89 & below (59% & below) =F

**Grading Scale:** (Grades are rounded up to the next number at .5). Grading of all written assignments will take into account the quality of the writing as well as the content. The current APA format should be followed. Written material should be carefully proofread corrected for errors in punctuation, typographical errors, and spelling errors. Good writing requires a reiterative process that must be followed if quality is to improve. It is a good idea to read your paper several times and if possible have someone else read it.

Students requesting an incomplete for medical problems or family emergencies must fill out the required form available in the Student Service office and discuss their request with the instructor.

## **University Policies**

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds.

Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly

enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a

week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

<b><i>Date</i></b>	<b><i>Topic</i></b>	<b><i>Handouts</i></b>	<b><i>Audio/ Visual Aids</i></b>	<b><i>Assignment due</i></b>	<b><i>Reading</i></b>
Aug 26	Intro Evolution of Cognitive behavioral Pre-Cognitive: Psychodynamic	1. Course Syllabus 2. Powerpoint	Rat Man (45 min)		
Sept 2	<b>Pre-Cognitive: Behavioral</b> <b>Overview of CBT</b> REBT/CBT - Ellis/Beck Mindfulness based (CBT) - Kabat-Zinn ACT- Hayes DBT - Linehan	1. Shea Book Notes 2. Powerpoint - CBT includes... 3. Behavioral Techniques 4. Iceberg	Behavioral Treatment of Autistic Children (45 min)		Shea, D. Cognitive Behavioral: Approaches for Counselors: p. XVII-XXII, 1-19, & 39-58 -p. XVII-XXII - Introduction -1-19 - Client & Relationship in REBT/CBT -39-58 - Evolution of REBT/CBT Hayes & Lillis. Acceptance and Commitment Therapy - p 16-20 (Behavior Therapy/Cognitive Behavior Therapy sections)
Sept 9	<b>Values</b>	1. Powerpoint - Values 2. Reconceptualization of Values 3. Toward a Universal Psychological structure of human Needs 4. Value Indicators 5. Values Worksheet 6. Rokeach Value Survey			Dryden, W. & David, D., "Rational emotive behavior therapy: Current status" pp.195-202.



<u>Date</u>	<u>Topic</u>	<u>Handouts</u>	<u>Audio/ Visual Aids</u>	<u>Assignment due</u>	<u>Reading</u>
Sept 16	REBT/CBT	<ol style="list-style-type: none"> <li>1. Powerpoint</li> <li>2. Kellner, R., "Symptom Questionnaire"</li> <li>3. Carlson, C.R., Collins, F.L., Steward, J.F., Porzelius, J., Nitz, J.A., and Lind, C.O., "Emotional Assessment Scale"</li> <li>4. Shorkey's Emotional Quotient</li> <li>5. Rational self-help homework Form</li> <li>6. How to recognize thinking that is unhelpful, disordered, or irrational</li> <li>7. Rational humorous songs by Albert Ellis</li> <li>8. Shorkey's Essence VS Action Form</li> </ol>	<p>Ellis Example Tape</p> <p>Ellis - Rational Humorous songs</p>	<p><b>Values Assignment</b></p>	<p>- pg 75-86, Case Illustration Chapter 5</p> <p>-pg 59-73, Chapter 4: Multiculturalism</p>
Sept 23	<p><b>REBT/CBT</b></p> <p>CBT with Children and Adolescents</p> <p>Guest Speaker: Tiffany Allen, LMSW</p> <p>Shame Attacking</p>	<ol style="list-style-type: none"> <li>1. Powerpoint</li> <li>2. Example Child Handouts</li> <li>3. TF-CBT handout</li> <li>4. Kids mindfulness</li> </ol>	<p>Glitter Jar Video</p> <p>Ellis - Expressive, Emotive, Evocative Techniques</p>	<p>Stallard, P. Think Good-Feel Good: Using CBT with children and young people. Pp. 1-26</p> <p>Kazden - TF-CBT article</p>	

<b>Date</b>	<b>Topic</b>	<b>Handouts</b>	<b>Audio/ Visual Aids</b>	<b>Assignment due</b>	<b>Reading</b>
Sept 30	<b>REBT/CBT</b>	<ol style="list-style-type: none"> <li>1. Muris, P., Meesters, C., &amp; Gobel, M. "Reliability, validity, and normative data of the Penn State Worry Questionnaire in 8 – 12-yr-old children" pp. 63-72.</li> <li>2. Spielberger, C.D., Gorsuch, R. L., &amp; Lushene, R., "The state-trait anxiety inventory"</li> <li>3. Beck, A. T., "Beck Depression Inventory"</li> <li>4. Beck, A.T., Weissman, A., Lester, D., and Trexler, L., "The measurement of pessimism: The hopelessness scale" pp. 861-865.</li> </ol>	<p>Ellis - Stephanie: Brain Injury</p> <p>Ellis - RET Older Parents</p>	<p><b>Shame Attacking Exercise</b></p>	<p>Clark, D. A. &amp; Beck, A. T. "Cognitive therapy of anxiety disorders" pp. 42-48, &amp; 195-213</p> <p>Beck, A. T., Rush, A. J., Shaw, B. F., Emery, G., "Cognitive therapy of depression" pp. 109-166</p>
Oct 7	<b>Mindfulness Overview</b>	<ol style="list-style-type: none"> <li>1. Mindful Way through Depression book Notes</li> <li>2. Powerpoint - Mindfulness Overview</li> <li>3. Day to Day Experiences Inventory (MAAS)</li> <li>4. Measuring Mindfulness - FMII</li> </ol>	Guided Meditation Practice	<p><b>Schedule Meeting with Dr. Shorkey</b></p>	<p>Williams, Teasdale, Segal, and Kabat-Zinn. The Mindful Way through Depression: Freeing yourself from Chronic Unhappiness. p 1-95</p>

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Handouts</u></b>	<b><u>Audio/ Visual Aids</u></b>	<b><u>Assignment due</u></b>	<b><u>Reading</u></b>
Oct 14	<b>Mindfulness</b> MBSR MCBT				Williams, Teasdale, Segal, and Kabat-Zinn. The Mindful Way through Depression: Freeing yourself from Chronic Unhappiness. p 96-139 & 161-227
Oct 21	<b>ACT</b>  Overview	1. Powerpoint - ACT  2. Acceptance and Commitment Therapy/ Learning ACT books - Notes  3. Valued Living Questionnaire 4. Automatic Thoughts Questionnaire (ATQ) 5. Acceptance and Action Questionnaire - (AAQII)	Hayes Acceptance and commitment Therapy DVD	<b>Assignment due</b>	Hayes & Lillis, Acceptance and Commitment Therapy - Chapter 1 & 3 (p 1-13 & 63)  Hayes, S. C., "Buddhism and Acceptance and Commitment Therapy" pp. 58-66.  Supplemental Reading (can be found in LRC):  - Luoma, Hayes, Walsher. Learning ACT
Oct 28	<b>ACT</b>  Interventions/ Techniques  Role Play  Guest Speaker: Michael Uebel, Ph.D, LCSW				Hayes & Lillis, Acceptance and Commitment Therapy chapter 4 (p. 65-116)

<u>Date</u>	<u>Topic</u>	<u>Handouts</u>	<u>Audio/ Visual Aids</u>	<u>Assignment due</u>	<u>Reading</u>
Nov 4	DBT Overview	1. Powerpoint - DBT 2. DBT Group Exercise 3. Video Handout: Marsha Linehan Video	Marsha Linehan Demonstrates Initial Behavioral Assessment of DBT	Role Play Assignment due	Linehan, M. "DBT Skills training Manual" - Chapters 1-3 - pp. 3-60
Nov 11	DBT Interventions/ Techniques In-Class time to work on Skills Group Project				Linehan, M. "DBT Skills training Manual" Chapter 4-5 - pp. 61-105
Nov 18	DBT Skills groups Project			DBT Skills Assignment Due	Linehan, M. "DBT Skills training Manual" - pg. 125-126, 151-160, 231-234, 318-322, & 416-419
Nov 25	Thanks Giving Break	NO CLASS			
Dec 2	TBD				

## Bibliography

### Course readings:

- Hayes, S., & Lillis, J. (2012). *Acceptance and commitment therapy*. Washington, D.C.: American Psychological Association.
- Luoma, J., Hayes, S., & Walser, R. (2007). *Learning ACT: An acceptance and commitment therapy skills-training manual for therapists*. Oakland, CA: New Harbinger Publications.
- Williams, M., Teasdale, J., Segal, Z., & Kabat-Zinn, J. (2007). *The mindful way through depression: Freeing yourself from chronic unhappiness*. New York, NY: The Guilford Press.

### INTRODUCTION

- Carlson, C.R., Collins, F. L., Stewart, J. F., Porzelius, J., Nitz, J. A., and Lind, C. O. (1989). Emotional assessment scale. In K. Corcoran & J. Fischer, *Measures for Clinical Practice: A Sourcebook* (3<sup>rd</sup> Ed.). New York, NY: The Free Press.
- Dryden, W. & David, D. (2008). Rational emotive behavior therapy: Current status. *Journal of Cognitive Psychotherapy: An International Quarterly*, 22(3), 195-208.
- Ellis, A. (2003). Discomfort anxiety: A new cognitive-behavioral construct (part I). *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 21(3/4), 183-191.
- Ellis, A. (2003). Discomfort anxiety: A new cognitive-behavioral construct (part II). *Journal of Rational-Emotive & Cognitive Behavior Therapy*, 21(3/4), 193-202.
- Kellner, R. (2000). Symptom questionnaire (SQ). In K. Corcoran & J. Fisher, *Measures for Clinical Practice: A sourcebook*. (Vol. 2: Adults). New York, NY: The Free Press.

### ANXIETY

- Clark, D. A. & Beck, A. T. (2010). *Cognitive therapy of anxiety disorders*. New York, NY: The Guilford Press.
- Ellis, A. (1975). Conquering anxiety. *A New Guide to Rational Living* (pp. 145-157). North Hollywood, CA: Wilshire Book Co.
- Muris, P., Meesters, C., & Gobel, M. (2001). Reliability, validity, and normative data of the Penn State Worry Questionnaire in 8 – 12-yr-old children. *Journal of Behavior Therapy and Experimental Psychiatry*, 32(1), 63-72.
- Spielberger, C.D., Gorsuch, R. L., & Lushene, R. (1970). *The state-trait anxiety inventory*. Palo Alto, CA: Consulting Psychology Press.

### DEPRESSION

- Beck, A. T. (1978). *Beck Depression Inventory*. San Diego, CA: Harcourt Brace Jovanovich, Inc.

Beck, A. T., Rush, A. J., Shaw, B. F., Emery, G. (1979). *Cognitive therapy of depression*. New York, NY: The Guilford Press

Beck, A. T., Ward, C. H., Mendelson, M., Mock, J., & Erbaugh, J. (1961). An inventory for measuring depression. *Archives of General Psychiatry*, 4, 561-571.

Beck, A.T., Weissman, A., Lester, D., and Trexler, L. (1974). The measurement of pessimism: The hopelessness scale. *Journal of Consulting and Clinical Psychology*, 42(6), 861-865.

Costello, C.G. & Comrey, A. L. (1967). Scales for measuring depression and anxiety. *The Journal of Psychology*, 66, 303-313.

Ellis, A. (1975). How to feel undepressed though frustrated. *A New Guide to Rational Living* (pp. 124-137). North Hollywood, CA: Wilshire Book Co.

## ANGER

Angry cognition scale. Retrieved August 23, 2012 from <http://personality testing.info/tests/ACS.php>

Buss, A. & Durkee, A. (1957). An inventory for assessing different kinds of hostility. *Journal of Consulting Psychology*, 21(4), 343-349.

Ellis, A. (1975). How to stop blaming and start living. *A New Guide to Rational Living* (pp. 113- 123). North Hollywood, CA: Wilshire Book Co.

Fives, C. J., Cong, K., Fuller, J. R., and DiGiuseppe, R. (2010). Anger, aggression, and irrational beliefs in adolescents. *Cognitive Therapy and Research*, 35(3), 199-208.

Martin, R. & Dahlen, E. (2007). The angry cognitions scale: A new inventory for assessing cognitions in anger. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 25(3), 155-173.

Reiley, P. M. & Shopshire, M.S. (2002). *Anger management for substance abuse and mental health clients: A cognitive behavioral therapy manual*. Rockville, MD: U.S. Department of Health and Human Services.

## RELIGION

Albert Ellis Institute. *Incorporating religion into rational emotive behavior therapy with the Christian client*. [Brochure]. New York, NY: Johnson, S.

Backus, W. & Chapman, M. (1981). *Telling yourself the truth*. Minneapolis, MN: Bethany House Publishers.

DiGiuseppe, R. A., Dryden, W., & Robin, M. W. (1990). On the compatibility of rational-emotive therapy and Judeo-Christian philosophy: A focus on clinical strategies. *Journal of Cognitive Psychotherapy*, 4(4), 355-367.

Robb, H. (1988). *How to stop driving yourself crazy with help from the Bible*. Lake Oswego, OR.

Vasegh, S. (2011). Cognitive therapy of religious depressed patients: Common concepts between Christianity and Islam. *Journal of Cognitive Psychotherapy: An International Quarterly*, 25(3), 177-188.

#### INTRODUCTION TO MINDFULNESS:

Siegel, R. D., Germer, C. K., & Olendzki, A. (2009). Mindfulness: What is it? where did it come from? In F. Didonna (Ed.), *Clinical Handbook of Mindfulness* (pp. 17-36). New York: Springer.

Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of Mindfulness. *Journal of Clinical Psychology*, 62(3), 373-386.

Wallace, B. A., & Shapiro, S. L. (2006). Mental balance and well-being: Building bridges between Buddhism and Western psychology. *American Psychologist*, 61(7), 690- 701.

#### MINDFULNESS IN PRACTICE

Kuyken, W., Watkins, E., Holden, E., White, K., Taylor, R. S., Byford, S., Evans, A., Radford, S., Teasdale, J. D., & Dalgleish, T. (2010). How does mindfulness-based cognitive therapy work? *Behaviour Research and Therapy*, 48, 1105-1112.

Carmody, J. (2009). Evolving conceptions of mindfulness in clinical settings. *Journal of Cognitive Psychotherapy*, 23(3), 270-280.

Fulton, P. R. (2009). Mindfulness-based intervention in an individual clinical setting: What difference mindfulness makes behind closed doors. In F. Didonna (Ed.), *Clinical Handbook of Mindfulness* (pp. 407-416). New York: Springer.

#### INTRODUCTION TO ACCEPTANCE AND COMMITMENT THERAPY

Harris, R. (2006). Embracing your demons: An overview of Acceptance and Commitment Therapy. *Psychotherapy in Australia*, 12(4), 2-8.

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