



COURSE TITLE/SECTION:

**SOCW 7397- section 38212: Transtheoretical Clinical Social Work Practice:
Cognitive Behavioral Interventions** (A required course in Clinical Practice Track)

TIME: Tues 1pm to 4pm

Class Room: 107 B

FACULTY: Dale Alexander Ph.D. LCSW

OFFICE HOURS: Rm 429 TBA

I. Course

A. Catalog Description

Cr. 3(3-0). Prerequisite: Foundation; Prerequisite or Concurrent with SOCW 7324. Provides theoretical content to gain knowledge and develop advanced clinical skills in the application of Motivational Interviewing, Cognitive-Behavioral Theory, and Dialectical Behavior Therapy.

B. Purpose

To expose advanced students to evidence-based clinical social work theories and interventions, emphasis is on the development of clinical social work practice skills in Motivational Interviewing, Cognitive-Behavioral Theory, and Dialectical Behavior Therapy.

II. Course Objectives

Selected Theories for this course are:

- Motivational Interviewing Theory & Practice
- Cognitive-Behavioral Theory & Practice
- Dialectical Behavior Therapy: Theory & Practice

Upon completion of this course, students will be able to:

1. Understand the role of clinical social workers in the development and utilization of theoretical, conceptual and empirical knowledge base of selected practice theories. (Professional Identity, HBSE)
2. Develop an understanding of the key constructs, concepts, themes, and techniques that characterize the selected theories for transtheoretical applications. (HBSE, Practice)
3. Explore the common factors across the selected theories for practice, including techniques and characteristics for achieving therapeutic outcomes. (Critical Thinking, Practice, Research)
4. Analyze the strengths and limitations associated with selected theories for practice with diverse clients, issues and settings. (Diversity, Practice, Professional Context)

5. Utilize a strengths perspective to select and apply the selected theories with skills and techniques that are used in a culturally competent manner across individual, group, community and societal settings (Diversity, Professional Context, Practice)
6. Demonstrate through hands-on practice the selection and application of various skills and techniques from the selected models for clinical practice. (Critical Thinking, Practice)
7. Identify the potential challenges inherent in the application of selected theories and apply professional and ethical guidelines to address them. (Values & Ethics, Justice, Practice)

Putting the Transtheoretical Framework back into Transtheoretical Practice

Module Description: The Common Factors-Transtheoretical Framework for understanding & analyzing ALL helping theories or specific techniques is reviewed within this module. Understanding HOW, WHEN & WHAT people change, and how clinicians promote change are meta-themes in the real world of clinical practice & within this course. Comprehending four “Common Factors” influencing “change” and three Transtheoretical core change domains remains useful for understanding & integrating practice course content. Understanding this essential underlying framework precedes effective practice or technique application. Thus, learning about the Transtheoretical-Common Factors Framework is a separate component emphasis for my course. Students will be asked to apply these frameworks within the 3 models that have become the focus for this revised course, & consider how they may apply to 13 other major therapy systems approaches. The Common Factors-Transtheoretical Framework focuses upon the evidence-based common “ingredients” for helping people change, and emphasizes an integrative approach toward applying common factors & three core dimensions of change: processes, stages, & levels of change.

Module Objectives: Upon completion of the 3 week module, students will be able to:

1. Understand, identify, explain & apply the Common Factors-Transtheoretical framework in clinical practice scenarios.
2. Analyze clinical practice theories & techniques with an integrative approach utilizing common factors & core change dimensions: processes, stages, and levels.
3. Understand & identify 4 common factors within the overall “helping process” contributing to change.
4. Understand identify & explain 10 empirically supported helping “processes” contributing to change in emotions, thinking, behavior or relationships.
5. Understand, identify & explain 6 “stages” of change readiness in clinical scenarios.
6. Identify 5 core focal “levels” for change that may be impacted by interventions.
7. Discuss evidence that ‘psychotherapy’ is effective with a client & why.

Motivational Interviewing Theory and Practice

Module Description: Motivational Interviewing (MI) is a person-centered, *directional*, evidence-based counseling method utilized to elicit & strengthen intrinsic motivation for

positive change. Researchers have demonstrated effectiveness with behaviors such as substance abuse, smoking cessation, diet and exercise & high risk sexual behavior. Evidence for MI and adaptations of MI (AMI) comes from randomized control trials. This course will introduce students to the basic underlying *spirit*, person-centered counseling style, language of change, and processes of MI. Theory, evidence base, and skills of MI will be taught synergistically in an effort to provide an experiential process of learning. Students will be given opportunities to practice skills and will receive continual coaching on their use of skills and embodiment of MI spirit. Because of the brevity of the course, this four week class will focus primarily on evidence based skills used in the MI method across various settings and populations that are familiar to professional social workers.

Module Objectives: Upon completion of the 3 week module the student will be able to:

1. Understand and demonstrate the basic concepts of MI, its spirit and core strategies
2. Apply basic skills of open ended questions, reflective listening, affirming and summarizing statements
3. Understand the model of change and how it relates to MI
4. Understand how MI aligns with social work values and how MI can be applied in social work settings
5. Critically evaluate empirical literature on MI
6. Understand ethical dilemmas of discussing motivation for change in restricted settings or other limiting scenarios
7. Apply MI in a culturally competent manner
8. Appreciate the methods and theory of application of Motivational Interviewing in diverse populations and settings

Cognitive-Behavioral Theory & Practice

Module Description: The Cognitive-Behavioral Therapy (CBT) Module in this advanced clinical practice course will focus on the acquisition and practice of behavioral and cognitive-behavioral skills and techniques as applied to disorders commonly seen by social workers in family clinics, group health clinics, community mental health centers, psychiatric hospitals and other settings where social and emotional problems are treated. Students will gain knowledge of behavioral terminology and principles, and will acquire and practice clinical skills and techniques that form the basis of CBT treatment protocols for mood and anxiety disorders, which have broader applicability to other disorders and conditions. The emphasis is on skill-building, and students will spend the bulk of their time learning and practicing skills and techniques through observation and dyadic role-playing. Students will also learn to evaluate their use-of-self as therapists in these exercises.

Module Objectives: Upon completion of the 3 week module, students will be able to:

1. Articulate the theoretical foundations of behavioral and cognitive-behavioral change strategies.
2. Implement a variety of behavioral and cognitive-behavioral techniques, with a focus on selecting and applying techniques from evidence-based protocols for

- mood and anxiety disorders; individualizing clinical approach and methods for specific clients; and evaluating the therapist's own use of self in exercises.
3. Discuss issues related to the use of behavioral and cognitive-behavioral therapy techniques with individuals of different races, ethnicities, cultures, classes, genders, sexual orientations, religions, physical and mental abilities, ages and national origins, as well as values and ethics within the context of legal and NASW code guidelines.
 4. Recognize and articulate the strengths and limitations of various behavioral and cognitive-behavioral techniques.

Dialectical Behavior Therapy: Theory and Practice

Module Description: The Dialectical Behavior Therapy (DBT) Module in this advanced clinical practice course will focus on the acquisition and practice of DBT skills and techniques as applied to the treatment of chronic suicidality and self-injurious behaviors in clients with Borderline Personality Disorder (BPD) and other related psychiatric diagnoses (e.g., Eating Disorders, Mood and Anxiety Disorders, and Substance Abuse Disorders). Students will learn about the biological, social and psychological characteristics of individuals with BPD and other psychiatric disorders that involve problems related to behavior and mood regulation. Students will gain knowledge of the theoretical perspectives, empirical foundations, and treatment strategies of DBT, including mindfulness and acceptance strategies, and will be able to select and use appropriate techniques in their practice. The emphasis is on skill-building, and students will spend the bulk of their time learning and practicing skills and techniques through observation and dyadic role-playing.

Module Objectives: Upon completion of this 2-3 week module, students will be able to:

1. Articulate the biological, social and psychological characteristics of individuals with BPD and other psychiatric disorders that involve problems related to behavior and mood regulation.
2. Describe the theoretical perspectives, empirical foundations, and treatment strategies of DBT, including mindfulness and acceptance strategies.
3. Assess clients within a DBT framework, identify targets for change, and evaluate the impact of the skills and strategies used.
4. Discuss and critically review the empirical evidence for DBT.
5. Describe the professional and ethical guidelines relevant to working with clients with chronic mental health issues.

III. Course Structure. [revised 2-10-13 after class discussion]

A. This 14-week course will follow the following structure:

- a. Classes 1-3: Class introductions & orientation; Overview of Change, Common Factors-Transtheoretical Frameworks, Evidence-Based effectiveness of "psychotherapy" & discussion of applications to clinical social work practice.
- b. Classes 4 through 6: Motivational Interviewing Module.
- c. Classes 7 through 11: Cognitive-Behavioral Therapy Module.
- d. Classes 12 through 13: Dialectical Behavior Therapy Module.
- e. Classes 14: sequence catch-up, discussion of integrated practice, Wrap-Up.

B. The main focus of the course is skill & knowledge acquisition via critical thinking on HOW (processes), WHEN (stages of change) & WHAT (levels) to change, or by what methods & techniques to apply to whom & when. Students must read assigned materials and view assigned videos prior to class [IF possible]. The initial class of each module will be devoted to an overview of that particular change orientation (i.e., TM/CF, MI, CBT, and DBT), a discussion of its theoretical underpinnings and empirical evidence, and a synopsis of the different techniques and specific skills drawn from that change orientation. The bulk of time in each module will be devoted to learning and practicing the skills with the help of scripted case vignettes/role plays.

IV. Textbooks.

A. Required Textbooks. Because this course is in essence three courses in one, there are four required textbooks: one per module (MI, CBT, and DBT) and a fourth book that is organized by techniques (each chapter is a specific technique). While we are mindful of the cost of textbooks, be assured that these four titles will make valuable additions to your personal library and as a practicing clinical social worker you will get much mileage out of them. The four required textbooks are:

1. Miller, William R., & Rollnick, Stephen. (2002). *Motivational Interviewing: Preparing People for Change*, Second Edition. New York: The Guilford Press.
2. Beck, Judith S. (2011). *Cognitive Behavior Therapy: Basics and Beyond*, Second Edition. New York: The Guilford Press.
3. O'Donohue, William, & Fisher, Jane E. (Editors, 2009). *Cognitive Behavior Therapy: Applying Empirically Supported Techniques in Your Practice*, Second Edition. New Jersey: John Wiley & Sons, Inc.
4. Linehan, M. M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. New York: Guilford Press.
5. **'Better' DBT Alternative in Dr. A's opinion:** Dimeff, Linda & Koerner Kelly (2007) *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings*. New York: Guilford Press. ISBN: 1-57230-974-6

B. Recommended Textbooks. In addition to the four required textbooks, there are several texts specific to MI, CBT and DBT that are also worth your consideration. There will be a few assigned chapters from some of these texts (those with a * preceding the title)—they are all available in the library.

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1. Dimeff, Linda A. & Koerner, Kelly. (2007). *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings*. New York, The Guilford Press.
2. Leahy, Robert L. (2003). *Cognitive Therapy Techniques: A Practitioner's Guide*. New York, The Guilford Press.
3. Linehan, M.M. (1993b). *Skills Training Manual for Treating Borderline Personality Disorder*. New York: Guilford Press.
4. *Miller, A.L., Rathus, J.H., & Linehan, M.M. (2006). *Dialectical Behavior Therapy with Suicidal Adolescents*. New York: Guilford Press.
5. *Naar-King, Sylvie, & Suarez, Mariana. (2011). *Motivational Interviewing with Adolescents and Young Adults*. New York: The Guilford Press.
6. O'Donohue, William, Fisher, Jane E. & Hayes, Steven C. (Editors, 2003). *Cognitive Behavior Therapy: Applying Empirically Supported Techniques in Your Practice*. New Jersey: John Wiley & Sons, Inc.
7. *Prochaska, J. O., & Norcross, J. C. (2010). *Systems of Psychotherapy: A*

Transtheoretical Analysis (7th Edition). Belmont CA: Thompson Brooks/Cole.

8. *Rollnick, Stephen, Miller, William R., & Butler, Christopher C. (2008).

Motivational Interviewing in Health Care. New York: The Guilford Press.

9. *Sprenkle, D. H., Davis, S. D., & Lebow, J. L. (2009) *Common Factors in Couple and Family Therapy: The Overlooked Foundation for Effective Practice*. New York: Guilford Press.

C. **Journal Articles.** Peer-reviewed journal articles will be assigned as well. The UH library has full text articles online through the electronic resources section. Students are also encouraged to register for remote access to the HAM-TMC Medical Library at the M. D. Anderson Library Service Desk, which allows students to access other mental health journal resources. Assigned journal articles will be listed in the syllabus and if possible will be in your Blackboard Page.

D. The *Practice Planner Series* at www.practiceplanners.wiley.com is highly recommended. The *Treatment Planners* “contain over 1,000 pre-written treatment goals, objectives, and interventions organized around main presenting problems for quick reference and easy adaptation,” while the *Progress Notes Planners* “cover a comprehensive array of treatment approaches and provide pre-written progress notes for the behavioral problems and DSM categories found in each corresponding Treatment Planner.” They also have *Homework Planners*, *Complete Planners*, and *Client Education Handout Planners*. Especially useful for beginning clinicians.

E. **Additional texts/supplemental references.** Section X: Bibliography.

V. **Course Requirements.** (*Revised 2-10-13 & after class discussion*)

A. Reading Assignments Attendance & Class Participation. **30% of grade**

A tremendous amount of reading is expected for this course. Consultation with a fellow faculty member who also provided similar credit convinced me to also do so for this TM-CBT course iteration. Students must complete all assigned readings from 4 required texts prior to class, be prepared to engage in class discussion & role play activities. Students are also expected to review/read supplemental materials & power points on WebCT. Students are required Students will receive credit for expected READING, attendance & participation (**30% of grade**). Students will be ask at the end of course to provide an honest self-appraisal of their own reading efforts & attendance to Dr. A via email.

A general rubric students may use is as follows for maximum points (IF less grade accordingly):

a) Attended 14 classes & actively participated in learning. NO unexcused absences.

(14 out of 14)

b) READ 3 of 4 primary text books (use only 1 of DBT text options) (high-lited, read for understanding but admittedly skimmed 2 to 3 chapters of less interest in each text).

100% to 91%

c) Also Read 4th Text with criteria of 50 of 75 Donohue & Fisher CBT text chapters beyond the one I had lead responsibility for.

100% to 91%

d) Reviewed all Dr. A's slides on WebCt & multiple (> 10) WebCt supplemental readings, especially those emphasizing effectiveness of therapy.

100% to 91%

e) IF below the above maximum points standards, then give yourself the grade you deserved & send me the results & reasons via email. Regardless **SEND ME your own self-evaluation on Reading, Attendance & Participation on a scale of 1 to 100. (NO self-evaluation, NO GRADE)**

B. Brief In-class Presentation (pwr pts &/or handouts) & Role Play demonstrations of specific skills & techniques from CBT text chapters by Donohue & Fisher. 40% of grade

Each student will be paired with a classmate, and the dyad assigned a technique to research & demonstrate to the class. Each student dyad will script a 15-minute maximum social worker-client vignette and demonstrate the skill/technique, with 15 added minutes to discuss before or after demo (30 minutes total). The instructor & class will provide feedback & (IF time allows) practice the technique will additional vignettes/role plays provided by the instructor. Each presentations will represent **40% of the students' grade**. (n=20 students = 2 to 5 presentations per class (triad: clinician; faux client; primary observer)). A listing of Student names & Donohue & Fisher Chapter # - topics has been developed & negotiated with students responsible. Dr. A will also take the lead in presenting primary overviews on main topics & few specific technique chapters. *As of this date 13 students need to select from the final Chap topics list.*

Outcome products for grade: The LEAD student for each chapter technique presentation will (1) provide pwr pts & /or handouts to Dr. Alexander for posting on WebCT NLT Monday noon -- or directly provide them to their classmates at start of class. Students may wish to present a 15 minute, mini-briefing on the Chap technique by referring to pwr pts &/or handouts, before or after DEMO (time permitting issues); (2) Secondly, Lead students will provide a general script overview for the technique role play demo to Dr. A only (the script does NOT have to be detailed – see ‘best’ examples on line from pilot class); (3) Lead student will DEMO the technique LIVE in-class with partner as client; (4) class will act as observers with 1 or 2 primary observers selected to practice giving effective feedback.

5) Periodically brief written assignments based upon readings may be requested: For example to date student brief vignettes to explain 2 concepts to clients: (1) Is Therapy Effective? (2) Explaining AMBIVALENCE to a client. Additional short email reports may be requested **These will contribute 10%** to this part of the 40 %, or used as extra credit.

C. DVD/Video Reviews [updated 2-10-13 after class discussion] 30% of grade

Students are expected to ‘actively view’ 10 DVDs available from Dr. A (via Appendix II listing) + those available at “Alexander Street” on line + those available at UH Library. Students will provide Dr. A a listing of all 10 videos/DVD’s ‘actively’ watched. This may include credit for 1 outside movie relevant to TM CBT course (i.e. “Silver Linings Playbook”) or 1 Sinclair Sex Ed video. In addition to the LISTING of DVD/videos watched, students are expected to provide TWO (2) WRITTEN REVIEWS on any of the 10 DVD’s they watched. IF you did NOT watch 10 GCSW honor code expects you to report honestly via your email submission to Dr. A during the last week of the semester. Send to dalexander@uh.edu by putting your NAME & email address on each document submitted. Failure to follow this simple instruction will result in needless point deductions. In the real clinical world it would cost you money instead of points. (Note: Since DVD/videos are NOT loading easily on Dr. A’s webct blackboard site even w/ web designer support, this DVD/video expectation was modified for CHECK OUT options.)

D. NO formal Paper will be required, as students will be expected to provide a background pwr pts/ handouts/ script summary for their presentation / role play in lieu of Quizzes or Exam.

VI. Evaluation and Grading.

A. Grade Distribution

A = 96 to 100 points C+ = 76 to 79.9

A - = 92 to 95.9	C = 72 to 75.9
B + = 88 to 91.9	C- = 68 to 71.9
B = 84 to 87.9	D = 64 to 67.9
B- = 80 to 83.9	F = below 64 points

VII. Policy on *Incomplete* grades

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.

VIII. Course Schedule and Assignments

A. Assignments: As per section V above revised 2-10-13.

B. Course Schedule. The Spring 2013 session runs for 14 weeks, from January 15, 2013 through April 23, 2013 (**NO CLASS ON March 12**). Class will meet on Tuesdays from 1 pm until 4pm, with a 10-minute break around 2:30pm

C. A STRONGER note on technology use during class. (rev 2-10-13) As clinical social workers, you would not answer your cell phone, pager, check emails, or surf the web while meeting with your client. Since this class is part of your professional preparation, the same level of professionalism is expected of all students. Students are encouraged to turn off cell phones, smart phones, I-phones, I-pads, pagers, laptops, and any other technology that might interfere with focusing on the class. Dr. Alexander expects students to monitor themselves on this point, but reserves the right to ask any student to put away or disengage from their technology. **IF you have a laptop on during class I reserve the right to monitor & intrude into your privacy to verify you are on task & NOT doing email, chat or other assignments. IF so you will be banned from using laptop & will most likely suffer embarrassment by this breach of professional etiquette. IF so, it's on you not me for intruding. I reserve the right to refer students who routinely disregard this professional standard to the Deans office for violating professional standards.**

D. Consultation. I am available to speak with students before/after class, during office hours, or by appointment.

E. Policy on Academic Dishonesty and Plagiarism.

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do their own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an

“I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose material or ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

F. Statement on changes to syllabus. *Dr. Alexander reserves the right to revise Syllabus content & schedule for time management or topical reasons after the course begins. It is possible not all topics listed below will be covered in class because of time limitations or in the scheduled sequence outlined. Slides will be provided on webct for most topics covered in class. Students MUST read the required text, attend class & LD's to do well. Access to Video links within my webct blackboard shell are proving difficult to provide even with web designer consultants assistance & efforts. Therefore videos/DVD's will be provided to the class on a check out basis or at the UH Library. (syllabus revised 2-10-13.)*

G. Week-by-Week Schedule. See below revisions effective 2-10-13.

Schedule of Class Presentations from O’Donohue & Fisher (2009)

CLASS HANDOUT 2-12-13

SEE REVISED Schedule for class size of 20 on WebCt ...

Week 1: January 15, 2013

Topics: Orientation to the course; Overview of Evidence-Based Practices in Social Work;

Transtheoretical Model of Behavior Change; Common Factors Approaches to Clinical Social

Work Practice.

Introductions & Overview of Transtheoretical Clinical Practice

Introductions, Syllabus Review, Administrative tasks, L&D topics

Lecture & Discussion (L&D # 1- 4) topics:

1. Administrative issues: What to Expect -- Course Expectations & Limitations

2. The Roots of Clinical SW: TransCultural & TransHistoric Perspectives

Joining the 2nd oldest profession: What social work clinicians can learn from witchdoctors, shamans & curanderas and my grandmothers “root doctoring.”

3. What is the PsychoBioSocial (PBS or the BioPsychoSocial) Model?

4. Transtheoretical Common Factors in Helping: A Review of What They Are.

Four General Common Factors? What is Evidence Based Practice (EBP)?

5. What is Clinical Social Work? Who does it? Who needs it?

Where do Clinical SW's practice? (Time permitting) What is Mental Health?

6. Is Psychotherapy Clinical SW? Definitions by ABECS, CSWF & Texas LCSW;
Theory Allegiances of Clinical SW and other professions.

Textbook Readings:

- Miller & Rollnick (2002), Chapters 1, 2, 3, and 15
- Prochaska & Norcross (2010), Ch. 1 (Defining and Comparing the Psychotherapies)
- Sprenkle, Davis, & Lebow (2009), Ch. 2 (A Brief History of Common Factors)

Journal Articles:

Lambert, M. J. (2005). Early response in psychotherapy: further evidence for the importance of common factors rather than "placebo effects". *Journal of Clinical Psychology*, 61(7), 855-869.

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In Search of How People

Change: Applications to Addictive Behaviors. *American Psychologist*, 47(9), 1102-1114.

Videos: None

Handouts: TBA

Week 2: January 22, 2013

Continuation LD Session on Common Factors

New: **Does Psychotherapy “really” work?**

New: **Transtheoretical Framework Overview**

Lecture & Discussion (L&D) topics:

1. Does Psychotherapy “really” work? (by Dr. Alexander)
Influencing Clinician Expectations & Hope

Review of a ‘classic’: The Benefits of Psychotherapy study by Smith & Glass 1980. (LD 4), and Lambert’s 2004 Update on Effectiveness of Therapy (LD5) What does Consumers Report Say? “Does Therapy Help?”

2. Theory is Good and the Transtheoretical Framework Even Better (by Dr. Alexander)

Transtheoretical framework defined; Intro to Core Dimensions of Change: How, When & What to change (processes, stages of readiness and what levels to change) Why bother with Theory? How we learn theory (What’s the “Growth & Development Plan” for a Clinical SW “therapist in the making?”)

Optional Readings or Articles on WebCT:

1. P& N Chap 16, Comparative Conclusions: Toward a Transtheoretical Theory.
2. “Mental Health: Does Therapy Help ?” (Nov 1995) Consumer Reports. Pgs 734-739.
3. Seligman, MEP (Dec 95) “The effectiveness of psychotherapy: The Consumer

Reports Study.” *American Psychologist* 50:12, 965-974.

4. *American Psychologist* Oct 1996– Special Issue: Outcome Assessment of Psychotherapy.

5. Lambert Chap 5: Efficacy & Effectiveness of Psychotherapy)

6. Lambert Chap 6 Influence of Client Variables on Psychotherapy)

Week 3: January 29, 2013

Transtheoretical Framework Overview (con't)

Stages of Change Readiness Overview

Lecture & Discussion topics:

1. Transtheoretical Framework Overview (con't >)(by Dr. Alexander)

Week 4: February 5, 2013

Continuation from week 3... Emphasis on Common Factors & Stages of Change

Admin: Donohue & Fisher CBT Chapter Topic selections began...

Textbook Readings:

Miller & Rollnick (2002), Chapters 4, 5, 6, 16, and 17

O'Donohue & Fisher (2008), Chapter 44

Journal Articles:

Greaves, C. J., Middlebrooke, A., O'Loughlin, L., Holland, S., Piper, J., Steele, A., et al.

(2008). Motivational interviewing for modifying diabetes risk: a randomized controlled trial.

British Journal of General Practice, 58(553), 535-540.

Videos:

Motivational Interviewing, William Miller

Handouts: TBA

Textbook Readings:

Miller & Rollnick (2002), Chapters 7, 8, 9, 18, 19, and 20

Rollnick, Miller, & Butler (2008), Chapters 2 and 7

O'Donohue & Fisher (2008), Chapter 53

Journal Articles:

Kistenmacher, B. R., & Weiss, R. L. (2008). Motivational interviewing as a mechanism for

change in men who batter: a randomized controlled trial. *Violence and Victims*, 23(5), 558-

570.

Week 5: February 12, 2013

ADMIN TASKS:

Discussion of Syllabus Revisions & Final Student Assignments & Dates
(student handout of Pairs & Chap # Topics for CBT Brief Presentations & Demo's)

Lecture & Discussion topics:

1. Dr. A presents overview MI Overview & Stages of Change Fit (Dr. A pwr pts)
TM & MI Stages of Change Demo & Expansion (*by Dr. Alexander*)

2. Dr. A presents overview (Dr. A pwr pts)

Topics: Core MI Conditions for Helping: Empathy & Questions

Concepts & Training Relevant to CBT “Thinking” & DBT modules

Dr. A presents /facillitates 1 to 2 DVD’s for class exercise & discussion:

Video: *Video Stages of Change for Addictions John C. Norcross*

Objectives: (1) Review and list the stages of change

Topics Continuation: Motivational Interviewing (Spirit of MI; Four General Principles of MI; Change & Resistance; Phase 1-Building Motivation for Change—EMPATHY, Open Questions, Reflective Listening; Affirming; Summarizing; Eliciting Change Talk)

Textbook Readings:

Miller & Rollnick (2002), Chapters 10, 11, 12, 22, and 23

Journal Articles: None

Videos: as above

Handouts: Review MI slides & handouts on WebCt

Week 6: February 19, 2013

Lecture & Discussion topics:

Dr. A presents overview ... continuation (Dr. A pwr pts)

Topics: Core MI Conditions for Helping: Empathy & Questions

Concepts & Training Relevant to CBT “Thinking” & DBT modules

Topic: MI Overview continuation

Video: *Motivational Interviewing, William Miller*

Observe & discuss MI skills in action by “master clinician’ of MI

Major Topics: Motivational Interviewing (Phase 2—Strengthening Commitment to Change, Phase 2 Hazards, Initiating Phase 2, Negotiating a Change Plan; Case Example; Ethical Considerations)

Topics: Motivational Interviewing (Responding to Change Talk—Directive/Nondirective MI;

Responding to Resistance—Reflection, Amplified Reflection, Double-sided Reflection, Shifting

Focus, Reframing, Agreeing with a Twist, Emphasizing Personal Choice and Control, Coming

Alongside; Enhancing Confidence—Confidence Traps, Eliciting/Strengthening Confidence Talk)

Topic (time permitting): Motivational Interviewing (Learning MI, Facilitating Learning; MI with Adolescents and Young Adults; Integrating MI Skills/Case Example)

Textbook Readings:

- Miller & Rollnick (2002), Chapters 13, 14, 21, 24, and 25
 - Naar-King & Suarez (2011), Chapters 1 and 2
 - Rollnick, Miller, & Butler (2008), Chapters 7 and 8
- O'Donohue & Fisher (2008), Chapter 44 Motivational Interviewing

Journal Articles: None

Videos: or carry over from previous week

Handouts: Pwr Pts from Dr. A on WebCt

Week 7: February 26, 2013 - CBT module focus starts

Dr. A presents overviews

1. Topics: Cognitive Behavior Therapy Overview (Dr. A pwr pts)
(Introduction to CBT; Overview of Treatment; Cognitive Distortions; Evaluation Session; First Therapy Session)

Example: "Structured Marital Separation" Tech as Couples Rx example of CBT application

2. Topic: Relaxation Based Techniques Overview – (Dr. A pwr pts)

3. Optional Topic: Use of Screening Inventories for CBT evaluation & initial intervention (time permitting, but issue will be addressed using Marijuana Screening (MSI) examples)

Textbook Readings:

- Beck (2011), Chapters 1, 2, 3, 4, and 5
O'Donohue & Fisher (2008), Chap 42 Multi-Modal by Lazarus

Journal Articles:

- Kehle, S. M. (2008). The effectiveness of cognitive behavioral therapy for generalized anxiety disorder in a frontline service setting. *Cognitive Behaviour Therapy*, 37(3), 192-198.

Topics: Cognitive Behavior Therapy (Behavioral Activation; Second Session and Beyond;

Challenges with Structuring the Session; Identifying Emotions)

Textbook Readings:

- Beck (2011), Chapters 6, 7, 8, and 10
O'Donohue & Fisher (2008), **START READING IT !!!!**

Journal Articles:

- Mendes, D. D., Mello, M. F., Ventura, P., Passarella Cde, M., & Mari Jde, J. (2008). A systematic review on the effectiveness of cognitive behavioral therapy for posttraumatic stress disorder. *International Journal of Psychiatry in Medicine*, 38(3), 241-259.

Videos:

☐ Cognitive-Behavioral Relapse Prevention for Addictions (APA Psychotherapy Videotape

Series II: Specific Problems and Populations, Anderson Library)

Week 8: March 5, 2013

Topics: Cognitive Behavior Therapy (Identifying, Evaluating, and Responding to Automatic

Thoughts; Identifying and Modifying Intermediate and Core Beliefs)

[BEGIN 4 Student DEMONSTRATIONS O'Donohue & Fisher (2008), 1 option remains]

Chap 8 Behavioral Contracting

Student Lead: ?

Chap 54 Demo RELAXATION

Johanna England

Chap 40 Mindfulness Practice

Julia Robbins

Chap 10 Breathing Retraining/Diaphragm Tech

Yaqueline Pareedes

READ: O'Donohue & Fisher (2008), Read Chapters 8, 10, 40 and 54

Textbook Readings:

☐ Beck (2011), Chapters 9, 11, 12, 13, and 14

☐ O'Donohue & Fisher (2008), Chapters 12, 13, 14, and 57

Journal Articles:

☐ Levy, R. L., Finch, E. A., Crowell, M. D., Talley, N. J., & Jeffery, R. W. (2007).

Behavioral

intervention for the treatment of obesity: strategies and effectiveness data. *American Journal of Gastroenterology*, 102(10), 2314-2321.

Videos:

Video to ck out: Cognitive-Behavioral Feminist Therapy, Dr. Lenore Walker

Handouts: TBA

[NO CLASS March 12 – Spring Break March 11 thru 17]

Week 9: March 19, 2013

CBT Applications in Sexual Counseling

PLISSIT: A CBT Sexual Counseling Model Dr. Alexander (pwr pts 15 /

15a&b?)

Time Permitting Managing Erotic Undercurrents within Client-Clinician Relationship

Chap 61 Sensate Focus

Dr. Alexander

[Student DEMONSTRATIONS – no more options]

Chap 64 Squeeze Technique

Sara Hoffman

Chap 22 Directed Masturbation

Jill Gracely

Topics: Cognitive Behavior Therapy (Additional Cognitive and Behavioral Techniques; Imagery;

Homework; Termination and Relapse Prevention; Treatment Planning; Problems in Therapy;

Progressing as a Cognitive Behavioral Therapist)

Textbook Readings:

- Beck (2011), Chapters 15, 16, 17, 18, 19, 20 and 21
- O'Donohue & Fisher (2008), Chapters 18, 37, and 38

Journal Articles:

- Daughters, S. B., Braun, A. R., Sargeant, M. N., Reynolds, E. K., Hopko, D. R., Blanco, C., et al. (2008). Effectiveness of a brief behavioral treatment for inner-city illicit drug users with elevated depressive symptoms: the life enhancement treatment for substance use (LETS Act!). *Journal of Clinical Psychiatry*, 69(1), 122-129.

Week 10: March 26, 2013

CBT Applications in...

[5 Student DEMONSTRATIONS options]

Ch. 12 Cognitive Diffusion

Ch. 13 Cognitive Restructuring/Irrational Beliefs

Ch. 14 Cognitive Restructuring/Negative Cognitions

Ch. 53 Relapse Prevention

Ch 34 HOMEWORK

beyond CBT by student review of 9 articles (2006) file provided by Dr. A. on Homework as a common factor

Week 11: April 2, 2013

CBT Applications in ...

Chap 67 Stress Inoculation

Dr. Alexander (pwr pts 13a&b)

LD Job/Stress & Coping w/ Residency Stress example

[4 Student DEMONSTRATIONS options – 3 remaining]

Chap 36 CBT Insomnia

(note option for Dr. A to present 2 articles on 'crazy' Resident Sleep

Schedule)

Chap 69 Systematic Desensitization

Sara England

Chap 49 Positive Attention

Chap 47 Parent Training

Videos:

Cognitive Behavioral Therapy, Dr. Meichenbaum; Cognitive–Behavior Therapy (Systems of Psychotherapy–Series I, Anderson Library)

Handouts: TBA

Week 12: April 9, 2013 Start DBT if schedule timing allows

Chap 19 DBT

Dr. A Overview – pwr pt LD & texts

Topics: Dialectical Behavior Therapy (Borderline Personality Disorders: Concepts, Controversies, & Definitions; Dialectical and Biosocial Underpinnings of DBT; Dialectical Dilemmas)

[4 Student DEMONSTRATIONS options]

Chap 3 Anger Control

Dr. A & Diabetic Client (my article upload)

Ch. 4 Assertiveness Training

Ch. 73 Urge Surfing

Shavette Carter

Ch. 24 Emotion Regulation

Topics: Dialectical Behavior Therapy (Overview of Treatment: Targets, Strategies, and Assumptions; Behavioral Targets; Structuring Treatment)

Textbook Readings:

- Linehan (1993), Chapters 4, 5, and 6
- O'Donohue & Fisher (2008), Chapters 73 and 4

Journal Articles:

- Swenson, C. R., Torrey, W. C., & Koerner, K. (2002). Implementing dialectical behavior therapy. *Psychiatric Services*, 53(2), 171-178.

Videos: None

Handouts: TBA

Textbook Readings:

- Linehan (1993), Chapters 1, 2, and 3 – (Dr. A Prefers Alternative Text for Overview)
- O'Donohue & Fisher (2008), Chapters 4, 19, 24, 73 and 74.

Journal Articles:

- Swenson, C. R., Sanderson, C., Dulit, R. A., & Linehan, M. M. (2001). The application of dialectical behavior therapy for patients with borderline personality disorder on inpatient units. *Psychiatric Quarterly*, 72(4), 307-324.

Videos:

- Linehan, Understanding Borderline Personality Disorder: The Dialectical Approach
- Linehan, Treating Borderline Personality Disorder: The Dialectical Approach

Handouts: TBA

Topics: Dialectical Behavior Therapy (Dialectical Strategies; Validation; Problem Solving; Contingency Management; Skills Training)

Textbook Readings:

- Linehan (1993), Chapters 7, 8, 9, 10, and 11
- O'Donohue & Fisher (2008), Chapters 17, 50, and 63

Journal Articles:

- Dimeff, L. A., & Linehan, M. M. (2008). Dialectical behavior therapy for substance abusers. *Addiction science & clinical practice*, 4(2), 39-47.

Week 13: April 16, 2013

Complete DBT ...

Topics: Dialectical Behavior Therapy (Balancing Communication; Case Management; Structural Strategies; Special Treatment Strategies)

[5 Student DEMONSTRATIONS options]

- Chap 58 Self Management
- Chap 60 Self Monitoring as a Treatment Vehicle
(applicable to student self-eval on Reading)...
- Chap 68 Stress Management
- Chap 50 Problem Solving Therapy
- Ch 74 Validation Principals & Strategies (option)

Textbook Readings:

- Linehan (1993), Chapters 12, 13, 14, and 15
- Miller, Rathus, & Linehan (2007), Chapters 1, 7, and 10

Journal Articles:

- Goldstein, T. R., Axelson, D. A., Birmaher, B., & Brent, D. A. (2007). Dialectical Behavior Therapy for Adolescents With Bipolar Disorder: A 1-Year Open Trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46(7), 820-830.

Videos:

- Miller et al, Dialectical behavior therapy for adolescents with multiple problems
- Handouts: TBA

Week 14: April 23, 2013 Last Class

Topics: Putting it all together—wrap-up/Integrated Clinical Practice; Next Steps

[DEMONSTRATIONS]

Textbook Readings:

- Prochaska & Norcross (2010), Chapter 16
- Sprenkle, Davis, & Lebow (2009), Chapter 11

Journal Articles: None

Videos: None

Handouts: TBA

IX. Americans with Disabilities Statement.

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who

request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

X. Bibliography. These are additional recommended texts. Students planning to pursue a clinical practice career will want to add some of these their personal library (or start building one). These texts will also be useful resources for class assignments. Copies of most are available in the library. The list is sorted by assessment, diagnosis and treatment; evidence-based practice; practice with diverse populations; mental illness and the media; and recommended websites. This bibliography is a work in progress, so if you identify additional resources that you find useful please inform me so I can add them.

Assessment, Diagnosis & Treatment:

1. Ashenberg Straussner, Shulamith Lala. (Editor, 2004). *Clinical Work with Substance-Abusing Clients*. New York: The Guilford Press.
2. Baker, A. & Velleman, R. (Editors, 2007). *Clinical Handbook of Co-Existing Mental Health and Drug and Alcohol Problems*. London: Routledge/Taylor & Francis Group.
3. Barlow, D. (Editor, 2008). *Clinical Handbook of Psychological Disorders: A Stepby-step Treatment Manual, Fourth Edition*. New York: The Guilford Press.
4. Connors, G., Donovan, D. & DiClemente, C. (2001) *Substance Abuse Treatment and the Stages of Change*. New York: Guilford. ISBN: 1-57230-657-2.
5. Dziegielewski, S. F. (2002). *DSM-IV-TR in action*. New York: Wiley & Sons, Inc.
6. Dziegielewski, Sophia F. (2005). *Understanding Substance Addictions: Assessment and Intervention*. Chicago: Lyceum Books, Inc.
7. Frances, R. J., Miller, S. I., & Mack, Avram, H. (Editors, 2005). *Clinical Textbook of Addictive Disorders, Third Edition*. New York: The Guilford Press.
8. Glicklen, M. (2004). *Using the Strengths Perspective in Social Work Practice*. New York: Pearson (Allyn & Bacon).
9. Hepworth, Dean H., Rooney, Ronald H., Rooney, Glenda Dewberry, Strom-Gottfried, Kimberly, & Larsen, JoAnne. (2010). *Direct Social Work Practice: Theory and Skills, Eighth Edition*. Brooks/Cole CENGAGE Learning.
10. Hersen, M. & Turner, S. M. (2003). *Diagnostic Interviewing, Third Edition*. New York: Kluwer Academic/Plenum Publishers.
11. Hersen, M., Turner, S. M., & Beidel, D. C. (Editors, 2007). *Adult Psychopathology and Diagnosis, Fifth Edition*. New Jersey: John Wiley & Sons.
12. Kupfer, D., First, M., & Reiger, D. (Editors, 2002). *A Research Agenda for DSM-V*. American Psychiatric Press: Washington DC.
13. Lambert, M. J. (Editor, 2004). *Bergin & Garfield's Handbook of Psychotherapy and Behavior Change (5th Ed)*. New York: Wiley & Sons.
14. Miller, W. R. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change, Second Edition*. New York: The Guilford Press.
15. Millon, T., Grossman, S, Millon, C., Meagher, S., & Ramnath, R. (2004). *Personality*

- Disorders in Modern Life, Second Edition.* New Jersey: John Wiley & Sons, Inc.
16. Morrison, J. (2006). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis.* New York: Guilford Press.
 17. Munson, C. E. (2001). *The Mental Health Diagnostic Desk Reference: Visual Guides and More for Learning to Use the Diagnostic and Statistical Manual (DSM -IV-TR), Second Edition.* New York: Haworth Press, Inc.
 18. Norcross, J. C. & Goldfried, M. R. (Editors, 2003). *Handbook of Psychotherapy Integration.* New York: Oxford University Press.
 19. Othmer, E. & Othmer, S. C. (2002). *The Clinical Interview Using DSM-IV-TR, Volume 1: Fundamentals.* Arlington, VA: American Psychiatric Press, Inc.
 20. Othmer, E. & Othmer, S. C. (2002). *The Clinical Interview Using DSM-IV-TR, Volume 2: The Difficult Patient.* Arlington, VA: American Psychiatric Press, Inc.
 21. Patterson, J., Albala, A. A., McCahill, M. E., & Edwards, T. M. (2010). *The Therapist's Guide to Psychopharmacology: Working with Patients, Families, and Physicians to Optimize Care (Revised Edition).* N. Y.: The Guilford Press.
 22. Saleebey, D. (Editor, 2006). *The Strengths Perspective in Social Work Practice, Fourth Edition.* Boston: Allyn and Bacon.
 23. Satcher, D. (December 1999). *Mental Health: A Report of the Surgeon General.*
 24. Sperry, L. (2003). *Handbook of Diagnosis & Treatment of DSM-IV-TR Personality Disorders, Second Edition.* New York: Brunner/Mazel.
 25. Wachtel, P. L. (1997). *Psychoanalysis, Behavior Therapy, and the Relational World.* Washington, DC: American Psychological Association Press.
- Evidence-Based Practice:**
26. Barrett, P. M. & Ollendick, T. H. (Editors, 2004). *Handbook of Interventions that Work with Children and Adolescents: Prevention and Treatment.* West Sussex, England: John Wiley & Sons Ltd.
 27. Fischer, J. (2009). *Toward Evidence-Based Practice: Variations on a Theme.* Chicago: Lyceum Books.
 28. Freeman, C. & Power, M. (Editors, 2007). *Handbook of Evidence-Based Psychotherapies: A Guide for Research and Practice.* West Sussex, England: John Wiley & Sons Ltd.
 29. Hubble, M., Duncan, B. L., and Miller, S. D., (Editors, 1999). *The Heart and Soul of Change: What Works in Therapy.* Washington: DC: APA Press.
 30. Nathan, P. E. & Gorman, J. M. (Editors, 2002). *A Guide to Treatments that Work, Second Edition.* New York: Oxford University Press.
 31. Norcross, J. C. (Editor, 2002). *Psychotherapy Relationships That Work: Therapist Contributions and Contributions and Responsiveness to Patients.* New York: Oxford University Press.
 32. Norcross, J., Beutler, L., & Levant, R. (2006) *Evidence-Based Practices in Mental Health: Debate & Dialogue on the Fundamental Questions.* Washington, DC: APA Press. ISBN (paperback):1-591-47-310-1.
 33. O'Donohue, W., Fisher, J. E. & Hayes, S. C. (2003). *Cognitive Behavior Therapy: Applying Empirically Supported Techniques in Your Practice.* New Jersey: John Wiley & Sons, Inc.

34. Roberts, A. R. & Yeager, K. R. (Editors, 2004). *Evidence-Based Practice Manual: Research and Outcome Measures in Health and Human Services*. New York: Oxford University Press.
35. Roth, A. & Fonagy, P. (2005). *What Works for Whom?: A Critical Review of Psychotherapy Research, Second Edition*. New York: The Guilford Press.
36. Stout, C. E. & Hayes, R. A. (Editors, 2005). *The Evidence-Based Practice: Methods, Models, and Tools for Mental Health Professionals*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Practice with Diverse Populations:

37. Aguirre-Molina, Marilyn, Molina, Carlos W., & Zambrana, Ruth E. (Editors, 2001). *Health Issues in the Latino Community*. San Francisco: Jossey-Bass.
38. Cheung, M. & Leung, P. (2008). *Multicultural Practice & Evaluation: A Case Approach to Evidence-Based Practice*. Denver, CO: Love Publishing.
39. Delgado, Melvin. (2007). *Social Work with Latinos: A Cultural Assets Paradigm*. New York: Oxford University Press.
40. Diller, Jerry V. (2007). *Cultural Diversity: A Primer for the Human Services, Third Edition*. Belmont, CA: Brooks/Cole CENGAGE Learning.
41. Falicov, Celia Jaes. (2000). *Latino Families in Therapy: A Guide to Multicultural Practice*. New York: Guilford Press.
42. Furman, R., & Negi, N. (Editors, 2010). *Social Work Practice with Latinos*. Chicago: Lyceum Books.
43. Gonzalez, Juan. (2000). *Harvest of Empire: A History of Latinos in America*. New York: Penguin Group.
44. Hogan, Mikel. (2007). *The Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice, Third Edition*. Belmont, CA: Brooks/Cole CENGAGE Learning.
45. Lum, Doman. (2007). *Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues, Third Edition*. Belmont, CA: Thomson Brooks/Cole.
46. McGoldrick, Monica, Giordano, Joe, & Garcia-Preto, Nydia. (Editors, 2005). *Ethnicity and Family Therapy, Third Edition*. New York: Guilford Press.
47. Organista, Kurt C. (2007). *Solving Latino Psychosocial and Health Problems: Theory, Practice, and Population*. New Jersey: John Wiley & Sons.
48. Sue, Derald Wing, & Sue, David. (2008). *Counseling the Culturally Diverse: Theory and Practice, Fifth Edition*. New Jersey: John Wiley & Sons.
49. Telles, Edward E. & Ortiz, Vilma. (2008). *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York: Russell Sage Foundation.

Mental Illness and the Media:

50. Gabbard, G. O. & Gabbard, K. (1999). *Psychiatry and the Cinema, Second Edition*. Arlington, VA: American Psychiatric Publishing, Inc.
51. Hesley, J. W. & Hesley, J. G. (2001). *Rent Two Films and Let's Talk in the Morning: Using Popular Films in Psychotherapy, Second Edition*. New York: John Wiley & Sons.
52. Noriega, Chon (2000). *Shot in America: Television, the State, and the Rise of Chicano Cinema*. Minneapolis, MN: University of Minnesota Press.
53. Robinson, D. J. (2003). *Reel Psychology: Movie Portrayals of Psychiatric*

Conditions. Port Huron, Michigan: Rapid Psychler Press.

Recommended Websites.

American Psychological Association: www.apa.org/
Association for Behavioral and Cognitive Therapies: <http://www.abct.org/>
Beck Institute for Cognitive Behavior Therapy: <http://www.beckinstitute.org/>
Behavioral Tech, LLC (DBT): <http://behavioraltech.org/>
Center for Disease Control and Prevention (CDC): <http://www.cdc.gov/>
Center for Psychoanalytic Studies (formerly HGPI):
<http://centerforpsychoanalyticstudies.com/>
CIA World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>
Effective Interventions (HIV): <https://www.effectiveinterventions.org/en/Home.aspx>
Evidence-Based Intervention Network: <http://ebi.missouri.edu/>
Houston Psychological Association: www.hpaonline.org/
Jung Center of Houston: <http://www.junghouston.org/>
Mental Health America: <http://www.nmha.org/>
Mental Health America of Greater Houston: <http://www.mhahouston.org/>
Motivational Interviewing: <http://www.motivationalinterview.org/>
National Alliance on Mental Illness: <http://www.nami.org/>
National Alliance on Mental Illness—Metropolitan Houston:
<http://www.namimetropolitanhouston.org/>
National Association of Cognitive Behavioral Therapists: <http://www.nacbt.org/>
National Association of Social Workers: <http://www.socialworkers.org/>
National Association of Social Workers—Texas: <http://www.naswtx.org/>
National Center on Minority Health and Health Disparities <http://ncmhd.nih.gov/>
National Hispanic Council on Aging: <http://www.nhcoa.org/>
National Institute of Mental Health: <http://www.nimh.nih.gov/>
National Institute on Alcohol Abuse and Alcoholism: <http://www.niaaa.nih.gov/>
National Institute on Drug Abuse: <http://www.drugabuse.gov/>
National Registry of Evidence-Based Programs and Practices:
<http://www.nrepp.samhsa.gov/>
Pew Hispanic Center: <http://pewhispanic.org/>
PsychCentral: <http://psychcentral.com/>
Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>
Texas Psychological Association: <http://www.texaspsyc.org/>
US Census Bureau: <http://www.census.gov/>
US Census Bureau American FactFinder:
www.factfinder.census.gov/home/saff/main.html?_lang=en
US Dept. of Health & Human Services, Office of Minority Health: <http://www.omhrc.gov/>