

Western University
Department of Psychology

Psychology 9321: Cognitive-Behavioural Therapy
Fall Semester 2025

ENROLLMENT

Enrollment is restricted to clinical psychology graduate students. Preference will be given to more senior students.

COURSE INFORMATION

Instructor: Dr. David J. A. Dozois
Westminster Hall, 313E
Phone: 679-2111 x.84678
e-mail: ddozois@uwo.ca

Classes: Tuesdays 9:00 - 12:00 Room WH 20F
(with some classes conducted via Zoom)
Zoom: <https://westernuniversity.zoom.us/j/6891724254>
Meeting ID: 689 172 4254

COURSE OBJECTIVES

Cognitive-behavioural therapies figure prominently among the empirically supported treatments currently recognized in psychotherapy. These approaches have demonstrated significant growth and have been applied successfully to an array of clinical disorders. The main objectives of this course are to (1) provide students with an overview of the history, theory, research, and practice of various cognitive-behavioural therapies; (2) foster motivation in students to be informed by the empirical literature and to practice in an evidence-based manner; and (3) promote the development of clinicians who critically evaluate and utilize research to guide their approaches to treatment. Through discussion and lectures students will become familiar with the theoretical rationale underlying different cognitive therapeutic approaches, the empirical data supporting various techniques, and the psychotherapy outcome literature regarding the efficacy of cognitive therapy for different disorders. With hands-on demonstrations, exercises, role-playing activities, and videos, students will learn session-by-session techniques and strategies for treating various disorders and difficulties. Enrolment is limited and restricted to clinical psychology students. Preference will be given to more senior students. Half course; one term.

COURSE FORMAT

This class will be delivered in a hybrid format. Although most classes will be held in person, several classes will be held virtually (by Zoom).

COURSE LEARNING OUTCOMES/OBJECTIVES

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

1. Demonstrate in-depth knowledge of cognitive-behavioral theory and therapy.
2. Demonstrate understanding of various cognitive-behavioural therapy skills and techniques.
3. Critically examine and synthesize the research literature and articulate conceptual and practical trends in cognitive-behavioural therapy.
4. Locate research articles and demonstrate critical thinking about research findings pertaining to cognitive-behavioural therapy.
5. Consider diversity issues as they pertain to the research and practice of cognitive-behavioural therapy.
6. Express knowledge of cognitive-behavioural therapy (and relevant empirical evidence) in written form.
7. Engage in evidence-based dialogue with the course instructor and peers.
8. Reflect thoughtfully on cognitive-behavioural therapy strategies and how they might impact their future research and clinical work.

COURSE MATERIALS**Required Texts:**

Beck, J. S. (2021). *Cognitive behaviour therapy: Basics and beyond* (3rd ed.). Guilford Press.

A list of required readings for the course will also be made available to you.

Recommended Texts:

Barlow, D. H. (2021). (Ed.). *Clinical handbook of psychological disorders* (6th ed.). Guilford Press.

Dobson, D., & Dobson, K. S. (2017). *Evidence-based practice of cognitive-behavioral therapy* (2nd ed.). Guilford Press.

Recommended Professional Texts (for future reference)*

Abramowitz, J.S., Deacon, B.J., & Whiteside, S.P.H. (2019). *Exposure therapy for anxiety: Principles and practice* (2nd ed). Guilford Press.

Antony, M. M. & Barlow, D. H. (Eds.). (2020). *Handbook of assessment and treatment planning for psychological disorders* (3rd ed.). Guilford Press.

Antony, M., Ledley, R., & Heimberg, R. (Eds.) (2005). *Improving outcomes and preventing relapse in cognitive-behavioral therapy*. Guilford.

Barlow, D. H. (2021). *Clinical handbook of psychological disorders* (6th ed.). Guilford Press.

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

Beck, A. T., Davis, D. D., & Freeman, A. (2014). *Cognitive therapy of personality disorders* (3rd ed.). Guilford Press.

Beck, A. T., Grant, P., Inverso, E., Brinen, A. P., & Perivoliotis, D. (2020). *Recovery-oriented cognitive therapy for serious mental health conditions*. Guilford Press.

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

- Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. Guilford Press.
- Beck, A. T., Wright, F. D., Newman, C. F., & Liese, B. S. (1993). *Cognitive therapy of substance abuse*. Guilford Press.
- Beck, J. S. (2021). *Cognitive therapy: Basics and beyond* (3rd ed.). Guilford Press.
- Beck, J. S. (2005). *Cognitive therapy for challenging problems*. Guilford Press.
- Bieling, P.J., McCabe, R.E. & Antony, M.M. (2006). *Cognitive-behavioral therapy in groups*. Guilford Press.
- Bream, V. Challacombe, F., Palmer, A., & Salkovskis, P. (2017). *Cognitive behaviour therapy for OCD*. Oxford University Press.
- Bryan, C.J., & Rudd, M.D. (2018). *Brief cognitive-behavioral therapy for suicide prevention*. Guilford Press.
- Brown, G. P., & Clark, D. A. (Eds.). (2015). *Assessment in cognitive therapy*. Guilford Press.
- Chang, E. C., Downey, C. A., Hirsch, J. K., & Yu, E. A. (Eds.). (2018). *Treating depression, anxiety, and stress in ethnic and racial groups: Cognitive behavioral approaches*. American Psychological Association.
- Clark, D.A. (2020). *Cognitive-behavioral therapy for OCD and its subtypes* (2nd ed). Guilford Press.
- Clark, D. A., & Beck, A. T. (2010). *Cognitive therapy of anxiety disorders: Science and practice*. Guilford Press.
- Craske, M. G., & Barlow, D. H. (2022). *Mastery of your anxiety and panic: Therapist guide*. Oxford University Press.
- Dobson, D., & Dobson, K. S. (2017). *Evidence-based practice of cognitive-behavioral therapy* (2nd. ed.). Guilford Press.
- Dobson, K. S., & Dozois, D. J. A. (Ed.). (2019). *Handbook of cognitive-behavioral therapies* (4th ed.). Guilford Press.
- Dozois, D. J. A. (Ed.). (2014). CBT: General Strategies. Volume 1. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy*. Wiley-Blackwell.
- Dozois, D. J. A., & Dobson, K. S. (Eds.). (2023). *Treatment of psychosocial risk factors in depression*. American Psychological Association.
- Dozois, D. J. A., & Dobson, K. S. (Eds.). (2004). *The prevention of anxiety and depression: Theory, research, and practice*. American Psychological Association.
- Granholm, E. L., McQuaid, J. R., & Holden, J. L. (2016). *Cognitive-behavioral social skills training for schizophrenia: A practical treatment guide*. Guilford Press.
- Herbert, J. D., & Forman, E. M. (Eds.). (2011). *Acceptance and mindfulness in cognitive behavior therapy: Understanding and applying the new therapies*. Wiley.
- Hofmann, S. G. & Reinecke, M. A. (2010). *Cognitive-behavioral therapy with adults: A guide to empirically-informed assessment and intervention*. Cambridge University Press.
- Hope, D. A., Heimberg, R. G., & Turk, C. L. (2019). *Managing social anxiety: A cognitive-behavioral approach* (Therapist guide, 3rd ed.). Oxford University Press.
- Iwamasa, G. Y. & Hays, P. A. (Eds.) (2019). *Culturally responsive cognitive behavior therapy* (2nd ed.). American Psychological Association.
- Kazantzis, N., Dattilio, F. M., & Dobson, K. S. (2017). *The therapeutic relationship in cognitive-behavioral therapy: A clinician's guide*. Guilford Press.
- Kingdon, D. & Turkington, D. (2008). *Cognitive therapy of schizophrenia*. Guilford Press.

- Leahy, R. L. (2017). *Cognitive therapy techniques: A practitioner's guide* (2nd. ed.). Guilford Press.
- Leahy, R. L. (2019). *Emotional schema therapy*. Guilford Press.
- Leahy, R. L. (2017). *Cognitive therapy techniques: A practitioner's guide* (2nd ed.). Guilford Press.
- Leahy, R.L., & Holland, S.J., & McGinn (2012). *Treatment plans and interventions for depression and anxiety disorders* (2nd ed.). Guilford Press.
- Linehan, M. M. (2015). *DBT skills training manual*. Guilford Press.
- Martell, C.R., Dimidjian, S., & Herman-Dunn, R. (2010). *Behavioral activation for depression: A clinician's guide*. Guilford Press.
- Monson, C.M., & Shnaider, P. (2014). *Treating PTSD with cognitive-behavioral therapies: Interventions that work*. American Psychological Association.
- Naeem, F., & Kingdon, D. G. (2012). *Cognitive behaviour therapy in non-Western cultures*. Nova Science.
- Newman, C. F. (2012). *Core competencies in cognitive-behavioral therapy*. Routledge.
- Newman, C. F., Leahy, R. L., Beck, A. T., Reilly-Harrington, N.A., Gyulai, L. (2002). *Bipolar disorder: A cognitive therapy approach*. American Psychological Association
- Rego, S. A. (2016). *Treatment plans and interventions for obsessive-compulsive disorder*. Guilford Press
- Rief, W. (Ed.). (2014). *Specific Disorders. Volume 2*. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy*. Wiley-Blackwell
- Resick, P. A., Monson, C. M., & Chard, K. M. (2017). *Cognitive processing therapy for PTSD: A comprehensive manual*. Guilford Press.
- Robichaud, M., Koerner, N., & Dugas, M.J. (2019). *Cognitive-behavioral treatment for generalized anxiety disorder: From science to practice* (2nd ed). Routledge.
- Roemer, L., & Orsillo, S. M. (2008). *Mindfulness- and acceptance-based behavioural therapies in practice*. Guilford Press.
- Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2012). *Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse* (2nd ed.). Guilford Press.
- Sokol, L., & Fox, M. (2020). *The comprehensive clinician's guide to cognitive behavioral therapy*. Pesi.
- Smits, J. A. J. (Ed.). (2014). *CBT: Specific Disorder. Volume 3*. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy*. Wiley-Blackwell
- Taylor, S. (2017). *Clinician's guide to PTSD: A cognitive-behavioral approach* (2nd. ed Guilford Press.
- Thorn, B. E. (2018). *Cognitive therapy for chronic pain: A step-by-step guide* (2nd ed.). Guilford Press.
- Tolin, D. (2016). *Doing CBT: A comprehensive guide to working with behaviors, thoughts and emotions*. Guilford Press.
- Watkins, E. R. (2016). *Rumination-focused cognitive-behavioral therapy for depression*. Guilford Press
- Wenzel, A., Liese, B. S., Beck, A. T., & Friedman-Wheeler, D. G. (2012). *Group cognitive therapy for addictions*. Guilford Press.
- Wilhelm, S., Phillips, K. A., & Steketee, G. (2013). *Cognitive-behavioral therapy for body dysmorphic disorder*. Guilford Press.

- Young, J. E., Klosko, J. S., & Weishaar, M. W. (2003). *Schema therapy: A practitioner's guide*. Guilford Press.
- Zane, N., Bernal, G., & Leong, F. T. L. (Eds.). (2016). *Evidence-based psychological practice with ethnic minorities: Culturally informed research and clinical strategies*. American Psychological Association.

* These are excellent resources related to cognitive therapy and theory.

Other Resources

Journals

For your information and reference, the *Journal of Consulting and Clinical Psychology*, *Cognitive Therapy and Research*, *Behaviour Research and Therapy*, *Cognitive and Behavioral Practice*, *Cognitive Behaviour Therapy*, *Journal of Cognitive Psychotherapy*, and *The International Journal of Cognitive Therapy* are some of the key journals in this area.

Evidence-Based Practice Websites

Canadian Psychological Association, Task Force on Evidence-Based Practice of Psychological Treatments

http://www.cpa.ca/docs/File/Practice/Report_of_the_EBP_Task_Force_FINAL_Board_Approved_2012.pdf

Best Practices in Psychology Portal

<https://www.mcgill.ca/psy/evidence-based-practice>

National Institute for Health and Care Excellence

<http://www.nice.org.uk/>

Research-Supported Psychological Treatments

<http://www.div12.org/PsychologicalTreatments/index.html>

American Psychiatric Association Practice Guidelines

<https://www.psychiatry.org/psychiatrists/practice/clinical-practice-guidelines>

Centre for Evidence-Based Mental Health

<https://lx.iriss.org.uk/content/centre-evidence-based-mental-health>

The Cochrane Collaboration

<http://www.cochrane.org>

Other Cognitive Therapy Internet Resources

The Beck Institute: <http://www.beckinstitute.org>

Association for Behavior and Cognitive Therapies (ABCT): <http://www.abct.org>

Academy of Cognitive and Behavioral Therapies: <http://www.academyofct.org>

The International Association for Cognitive Psychotherapy: <https://i-acbt.com/>

METHODS OF EVALUATION

In addition to reading and participating in class discussions, demonstrations, and exercises, you will be required to do the following:

1) Term Paper (40%)

You are to write a term paper focusing on some theoretical aspect(s) of CBT (e.g., EDI issues related to CBT, CBT for marginalized populations, cognitive mechanisms of change, cognitive vulnerability) OR to write a review of CBT psychotherapy outcome for the treatment of a particular disorder (e.g., meta-analysis, dismantling research, component analyses or psychotherapy outcome studies) or population (e.g., a particular ethnic group; underrepresented groups). The purpose of this exercise is to give students the opportunity to review the theoretical and empirical status of cognitive behavioural theory and therapy for a particular disorder, become familiar with some of the conceptual and methodological issues in this area, potentially broaden their knowledge base regarding cultural diversity as it relates to CBT, and understand why and/or how CBT works (or why particular aspects of CBT work). Papers should be 15-20 pages in length (and *not more than 20 pages*), excluding references. Please conform to APA (2020; 7th edition) format. You may wish to consult with me prior to beginning your paper, as I may be able to provide you with some key references on your topic.

2) Presentation (20%)

You will also be responsible for delivering a 20-minute (max) presentation on the *research evidence* related to one of the assigned topics. Your presentation should provide a comprehensive and up-to-date critical review of empirical literature pertaining to CBT for a particular disorder, focusing largely on meta-analyses and systematic reviews (e.g., mechanisms of change in CBT, comparative outcome, efficacy of specific components, cross-cultural findings). To the extent possible, please review research on underrepresented groups. Your grade for this assignment will be based on the clarity, organization, and style of presentation; appropriateness and relevance of the research reviewed; depth of understanding of the empirical literature; discussion of the implications and future research directions; coverage of research pertaining to underrepresented groups, and the degree of critical thinking demonstrated. The presentation will take place after the instructor presents on the theory and practice of CBT for a particular disorder. Topic areas and dates of presentations will be assigned at the beginning of the course. Please send a copy of your PowerPoint slides to the instructor following the class.

3) Cognitive Therapy Exercises and 1- or 2-page Summary (30%)

For this assignment, you are to complete a series of exercises (described in further detail below):

- a. Automatic Thoughts Record
- b. Case Formulation
- c. Cognitive Rehearsal and Coping Cards
- d. Behavioural Activation

- e. Identifying Core Beliefs
 - f. Considering Diversity
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- a. ***Automatic Thoughts Record.*** For this assignment, you are to spend 3-5 days completing a daily thought record. Think about a particular thought pattern that you would like to change (e.g., negative thinking, thoughts related to procrastination, hostile thoughts). Alternatively, you may think about different situations that triggered emotions for you (e.g., anger, anxiety, sadness). Use the daily thought record to keep track of your mood and thoughts, to examine the evidence and to generate alternative thoughts.
 - b. ***Case Formulation.*** Complete a case formulation worksheet for a patient that you are currently working with or have worked with in the past. Attempt to identify underlying schemas (or schemas that you suspect might be present). Develop a working hypothesis and treatment plan based on this formulation (see Beck, 2021, Chapter 3; Dobson & Dobson, 2017, Chapter 3).
 - c. ***Cognitive rehearsal and Coping Cards.*** Identify a situation in your life for which rehearsal might help you to be more effective or confident. Think through the situation and identify possible automatic thoughts, emotions, and alternative balanced thoughts. Also develop a coping card to outline the major points that you would like to remind yourself of or the coping strategies that you would like to implement.
 - d. ***Behavioural Activation.*** Complete an activity schedule for your own life for one week. Provide ratings of mastery and pleasure. After reviewing your schedule, determine what you might like to change; then begin to activity schedule.
 - e. ***Identifying Core Beliefs.*** Attempt the downward arrow technique for yourself to identify underlying schemas that you might have. Write down each of the steps in the downward arrow (see Beck, 2021, pp. 291-292; Dobson & Dobson, 2017, pp. 208-230). Complete an “Inventory of Beliefs”. Try to identify and write out the core beliefs you might have (see examples in handouts). Discuss (in a paragraph or two) which strategies you might take to modify these core beliefs.
 - f. ***Considering Diversity.*** In half a page (or so), consider where you think the gaps are in applying CBT to other cultures or underrepresented groups. What changes might you recommend? How, as a CBT clinician, will you ensure that your approach is appropriate for diverse individuals?

I will obviously keep all information completely confidential; however, you may wish to pick thought patterns/beliefs that are relatively benign and nonthreatening as you will be required to hand in your thought records. You may choose to use your own thoughts and experiences or to create fictional ones (although I believe that the learning experience will be enhanced by doing the former). After completing all 6 mini-assignments, please write a 1- or 2-page summary on your experience and how it has (or has not) helped you to understand the process of cognitive therapy. In this

summary, you may also wish to comment on how working through this process might help you to understand what your clients are going through, including some of the difficulties involved in therapy (e.g., homework compliance). This assignment is due on the last day of classes.

4) *Class participation* (10%)

In addition to the aforementioned requirements, you will also receive a mark for class participation. This mark will be based on your showing up for class, demonstrating that you have read the material consistently and are able to take part in discussion, and your involvement in the role-playing exercises.

Assignment	Percentage	Due Date
Term Paper	40%	December 16, 2025
Presentation	20%	To be scheduled
Cognitive therapy exercises and 1-page Summary	30%	December 9, 2025
Class participation	10%	Weekly

TOPICS AND SCHEDULE

Topic	Date
Introduction and Historical Perspectives	September 9, 2025
Cognitive-Behavioural Theory, Therapy and Conceptualization	September 16, 2025
Structuring Therapy and Identifying Automatic Thoughts/Core Beliefs	September 23, 2025
CBT for Panic Disorder	September 30, 2025
Cognitive Therapy for Psychosis – Zoom: https://westernuniversity.zoom.us/j/6891724254 Guest Lecturer: Dr. Stephanie Woolridge Postdoctoral Fellow, Therapeutic Interventions for Psychosis (TIP) Research Lab, University of Toronto Scarborough	October 7, 2025
CBT for Obsessive-Compulsive Disorder – Zoom: https://westernuniversity.zoom.us/j/6891724254	October 14, 2025
Cognitive Therapy for Depression	October 21, 2025
CBT for Generalized Anxiety Disorder	October 28, 2025
Reading Week – No class	November 4, 2025
CBT for Eating Disorders – Zoom	November 11, 2025

https://westernuniversity.zoom.us/j/6891724254	
Guest Lecturer: Dr. Philip Masson, Private Practice	
CBT for Social Anxiety	November 18, 2025
CBT for Chronic Pain & Sleep Disorders - Zoom https://westernuniversity.zoom.us/j/6891724254	November 25, 2025
Dialectical Behavior Therapy for Borderline Personality Disorder – Zoom: https://westernuniversity.zoom.us/j/6891724254	December 2, 2025

The Structure of Class Time

The structure of our class time will be divided into 3 components. The instructor will present on the theory and practice of CBT for the first 1-1.5 hours. Following this, we will have brief (20 min) student presentations on the empirical evidence pertaining to CBT for a particular disorder. The last hour of class time will focus on learning and practicing different CBT intervention skills.

COURSE READINGS

Introduction and Historical Perspectives

Beck, J. S. (2021). *Cognitive behaviour therapy: Basics and beyond* (3rd ed.). Guilford Press.
Chapter 1 – Introduction to Cognitive-Behavioral Therapy

Dozois, D. J. A., Dobson, K. S., & Rnic, K. (2019). Historical and philosophical bases of the cognitive-behavioral therapies. In K. S. Dobson & D. J. A. Dozois (Eds.), *Handbook of cognitive-behavioral therapies* (4th ed., pp. 3-31). Guilford Press.

Leahy, R. L., Clark, D. A., & Dozois, D. J. A. (2023). Theory of cognitive-behavioral therapy. In H. Crisp & G. O. Gabbard (Eds.), D. Sudak & S. Bhatt-Mackin (Section Ed.), *Gabbard's textbook of psychotherapeutic treatments* (2nd ed., pp. 151-167). American Psychiatric Press.

Cognitive-Behavioural Theory, Therapy and Conceptualization

Beck, J. S. (2021). *Cognitive behaviour therapy: Basics and beyond* (3rd ed.). Guilford Press.
Chapter 2 – Overview of Treatment
Chapter 3 – Cognitive Conceptualization
Chapter 5 – The Evaluation Session
Chapter 6 – The First Therapy Session
Chapter 9 – Treatment Planning
Chapter 10 – Structuring Sessions

Structuring Therapy and Identifying Automatic Thoughts/Core Beliefs

Beck, J. S. (2021). *Cognitive behaviour therapy: Basics and beyond* (3rd ed.). Guilford Press.

Chapter 12 – Identifying Automatic Thoughts

Chapter 13 – Emotions

Chapter 14 – Evaluating Automatic Thoughts

Chapter 15 – Responding to Automatic Thoughts

Chapter 17 – Introduction to Beliefs

Chapter 18 – Modifying Beliefs

Recommended: Chapter 16, 20

CBT for Panic Disorder

Craske, M. G., Wolitzky-Taylor, K., & Barlow, D. H. (2021). Panic disorder and agoraphobia. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6th ed., pp. 1–63). Guilford Press.

Curtiss, J. E., Levine, D. S., Rosenbaum, J. F., & Baker, A. (2021). Cognitive-behavioral strategies to manage panic disorder. *Psychiatric Annals*, 51(5), 216–220.

<https://doi.org/10.3928/00485713-20210409-03>

CBT for Psychosis

Morrison, A. P. (2001). The interpretation of intrusions in psychosis: an integrative cognitive approach to hallucinations and delusions. *Behavioural and Cognitive Psychotherapy*, 29, 257–276. <https://doi.org/10.1017/S1352465801003010>

Newman-Taylor, K., & Bentall, R. (2023). Cognitive behavioural therapy for psychosis: The end of the line or time for a new approach? *Psychology and Psychotherapy: Theory, Research and Practice*, 97(1), 4–18. <https://doi.org/10.1111/papt.12498>

Morrison, A. P., & Barratt, S. (2010). What are the components of CBT for psychosis? A Delphi study. *Schizophrenia Bulletin*, 36(1), 136–142. <https://doi.org/10.1093/schbul/sbp118>

CBT for Obsessive-Compulsive Disorder (and Special Issues)

Franklin, M. E., & Foa, E. B. (2021). Obsessive compulsive disorder. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders* (6th ed., pp. 133–183). Guilford Press.

Beck, J. S. (2021). *Cognitive behaviour therapy: Basics and beyond* (3rd ed.). New York: Guilford Press.

Chapter 8 – Action Plans

Chapter 21 – Termination and Relapse Prevention

Chapter 22 – Problems in Therapy

Cognitive Therapy for Depression

Dozois, D. J. A., & Beck, A. T. (2023). Negative thinking in depression: Cognitive products and schema structures. In D. J. A. Dozois & K. S. Dobson (Eds.), *Treatment of psychosocial risk factors in depression* (pp. 207-232). American Psychological Association.

Quigley, L., & Dobson, K. S. (2017). Behavioral activation treatments for depression. In Hofmann, S. G., & Asmundson, G. J. G. (Eds.), *The science of cognitive behavioral therapy* (pp. 291-318). Academic Press.

CBT for Generalized Anxiety Disorder

Dunkley, C. R., & Robichaud, M. (2022) Cognitive Behavioral Therapy for Generalized Anxiety Disorder: Targeting Intolerance of Uncertainty. In G. Todd & R. Branch (Eds.), *Evidence-based treatment for anxiety disorders and depression: a cognitive behavioral therapy compendium* (pp. 152-174). Cambridge University Press.

Koerner, N., McEvoy, P. and Tallon, K. (2020). Cognitive-behavioral models of generalized anxiety disorder (GAD). In A.L. Gerlach & A.T. Gloster (Eds.), *Generalized anxiety disorder and worrying* (pp. 117-150). Wiley.

CBT for Eating Disorders

Cooper, Z., & Grave, R. D. (2017). Eating disorders: Transdiagnostic theory and treatment. In Hofmann, S. G., & Asmundson, G. J. G. (Eds.), *The science of cognitive behavioral therapy* (pp. 337-357). Academic Press.

Fairburn, C. G. (2018). Cognitive behavior therapy and eating disorders. In K. D. Brownell & T. B. Walsh (Eds.), *Eating disorders and obesity: A comprehensive handbook* (3rd ed., pp 284-289). Guilford Press.

Recommended by the Speaker:

Waller, G., Tatham, M., Turner, H., Mountford, V. A., Bennetts, A., Bramwell, K., Dodd, J., & Ingram, L. (2018). A 10-session cognitive-behavioral therapy (CBT-T) for eating disorders: Outcomes from a case series of nonunderweight adult patients. *International Journal of Eating Disorders*, 51, 262-269. <https://doi.org/10.1002/eat.22837>

CBT for Social Anxiety

Aderka, I. M. & Hofmann, S. G. (2021). Social anxiety: A process-based treatment approach. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders* (6th ed., pp. 108-132). Guilford

Press.

Wild, J., & Clark, D. M. (2015). Experiential exercises and imagery rescripting in social anxiety disorder: New perspectives on changing beliefs. In N. C. Thoma, & D. McKay (Eds.), *Working with emotion in cognitive-behavioral therapy: Techniques for clinical practice* (pp. 216-236). Guilford Press.

CBT for Chronic Pain & Sleep Disorders

Otis, J. D. (2021). Cognitive behavioral therapy for chronic pain. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders* (6th ed., pp. 670-704). Guilford Press.

Gaspertrti, C. E., Dolsen, M. R., & Harvey, A. G. (2017). Cognitive behavioral therapy for sleep disorders. In Hofmann, S. G., & Asmundson, G. J. G. (Eds.), *The science of cognitive behavioral therapy* (pp. 381-403). Academic Press.

Dialectical Behavior Therapy for Borderline Personality Disorder

Lungu, A., & Linehan, M. M. (2017). Dialectical behavior therapy: Overview, characteristics, and future directions. In Hofmann, S. G., & Asmundson, G. J. G. (Eds.), *The science of cognitive behavioral therapy* (pp. 429-459). San Diego, CA: Academic Press.

Rizvi, S. L., & King, A. M. (2019). Dialectical behavior therapy. In K. S. Dobson & D. J. A. Dozois (Eds.), *Handbook of cognitive-behavioral therapies* (pp. 297-317). Guilford Press.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Use of AI

The use of generative AI tools such as ChatGPT to produce written work is not permitted unless permission is granted by the instructor for specific circumstances. Any work submitted must be the work of the student in its entirety unless otherwise disclosed. When used, AI tools should be used ethically and responsibly, and students must cite or credit the tools used in line with the

expectation to use AI as a tool to learn, not to produce content.

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

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