

Course Syllabus
KNP3531 – Worry and Anxiety: Helping Ourselves and Others
with CBT, DBT and ACT
Knox College
Toronto School of Theology
Fall 2019

Instructor Information

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Course Identification

Course Number: KNP3531
Course Format: In-class or distance (video conferencing is available for students outside the GTA by permission of the instructor and the Academic Director of Basic Studies)
Course Name: Worry and Anxiety: Helping Ourselves and Others with CBT, DBT and ACT
Course Location: Room 4, Knox College
Class Times: 5 full day classes on Mondays (8:30am-4:30pm): Sept 23, Oct 7, Oct 28, Nov 18, and Dec 2, 2019
Prerequisites: KNP3521 (Psychotherapeutic Theories) and KNP1512 or EMP 1741

Course Description

Experiencing worry and anxiety are a normal part of living. Intense worry and anxiety tends to interfere with our ability to cope by causing problems in our daily living, negatively affecting our relationships, thoughts and beliefs, ability to work or play, and spiritual self. Excessive anxiety is life limiting until we discover healthy means to manage intense emotions. This course will offer helping professionals an understanding of the therapeutic principles of Cognitive Behavioral Therapy (CBT) as applied to the experience of anxiety. Students will gain an understanding of two recent modalities of CBT, Dialectical Behavioral Therapy (DBT) and Acceptance and Commitment Therapy (ACT) and how these therapies engage worry and anxiety. Students are required to enter this course with a foundational understanding of CBT. Spiritual and theological understandings of worry and anxiety will be discussed in addition to applying CBT and ACT to the spiritually-oriented client.

Teaching methods for this course include lectures, videos, experiential exercises, group presentations, demonstrations by CBT, DBT, and ACT therapists as applied to anxiety and worry, and group discussion. The means of evaluation include a reflection paper based on a novel, a book report on one of the required texts, a group presentation on a special topic related to anxiety and worry, and the application of CBT, DBT, or ACT in a case study.

Course Resources

Required Course Texts/Bibliography

There are four required texts for this course and a workbook. Three texts are for purchase and one can be downloaded for free. Copies will be available for purchase at Caversham Booksellers (98 Harbord Street, west of Spadina), and on reserve in the Knox library.

- Smith, Daniel. 2012. *Monkey Mind: A Memoir of Anxiety*. New York: Simon & Schuster.
- Free online manual: Cully, J.A., and A.L. Teten. 2008. *A Therapist's Guide to Brief Cognitive Behavioral Therapy*. Houston: Department of Veterans Affairs South Central MIRECC. <https://www.mirecc.va.gov/visn16/guide-to-brief-cbt-manual.asp>

Description: Sponsored by the US Department of Veterans Affairs, this manual was written to provide training therapists with a basic understanding of how to apply CBT concepts in brief therapy for specific issues, including anxiety. It is not intended to provide comprehensive theoretical competence in CBT.

- McKay, Matthew, Michelle Skeen, and Patrick Fanning. 2017. *The CBT Anxiety Solution Workbook: A Breakthrough Treatment for Overcoming Fear, Worry, and Panic*. Oakland, CA: New Harbinger Publications.

Description: This book integrates strategies from acceptance and commitment therapy (ACT), cognitive behavioural therapy (CBT), and dialectical behaviour therapy (DBT) into practical solutions for the range of anxiety problems.

- Van Dijk, Sheri. 2012. *DBT Made Simple: A Step by Step Guide to Dialectical Behavior Therapy*. New Harbinger Publications.

Description: This book gives a brief overview of the theory and research behind DBT, noting how DBT differs from traditional CBT approaches. It then provides strategies that can be used in individual client sessions.

- Nieuwsma, J., R. Walser, S. Hayes, & S. Tan. 2016. *ACT for Clergy and Pastoral Counselors: Using Acceptance and Commitment Therapy to Bridge Psychological and Spiritual Care*. Oakland, CA: Context Press.

Description: People turn to faith leaders, pastoral counsellors and psychotherapists for help during difficult times. This book offers a road map of how to use Acceptance and Commitment Therapy strategies. At the core of ACT is a commitment to change and values based living which fit seamlessly with spiritually integrated psychotherapy.

Optional Course Texts

- Wright, Jesse, Gregory Brown, Michael Thase, and Monica Ramirez Basco. 2017. *Learning Cognitive-Behavior Therapy: An Illustrated Guide*. 2nd ed. Arlington, VA: American Psychiatric Association Publishing.

- Davey, Graham. 2018. *The Anxiety Epidemic: The Causes of Our Modern-Day Anxieties*. London: Robinson
- Boehme, Jacob. 1624. *The Key of Jacob Boehme*. [English translation of *Clavis*]. Trans. William Law. Intr. Adam McLean. Edinburgh: Magnum Opus Hermetic Sourceworks, 1981. [Robarts BV5080 .B7 C513 1981]
- Kierkegaard, Søren. 1844. *The Concept of Anxiety: A Simple Psychologically Orienting Deliberation on the Dogmatic Issue of Hereditary Sin*. In *Kierkegaard's Writings*. Ed. Hong and Hong. Vol. 8. Princeton: Princeton University Press, 1981.
- Freud, Sigmund. 1926. "Inhibitions, Symptoms, and Anxiety." In *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. Ed. J. Strachey. Vol. 20, pp. 77-174.
- May, Rollo. 1977. *The Meaning of Anxiety*. New York: W.W. Norton & Company.
- Clark, David A., and Aaron T. Beck. *The Anxiety and Worry Workbook: The Cognitive Behavioral Solution*. New York: The Guilford Press.
- Harris, Russ (2009). *ACT made simple: An Easy-To Read Primer on Acceptance and Commitment Therapy*. New Harbinger Publications. (Workbook)

Course Website

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Blackboard should ask Kaitlyn Lubniewski (kaitlyn.lubniewski@utoronto.ca) for further help.

Course Learning Objectives/Outcomes

Knox College

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes.

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

- Will understand and be able to describe cognitive behavioral therapy as a therapeutic modality

- Will be able to identify the main tenets of dialectic behavioral therapy (DBT) and acceptance and commitment therapy (ACT) identify the theoretical underpinning of counselling skills
- Will be able to apply CBT, DBT or ACT to a Case study and integrate assessment planning and intervention skills
- Will learn the skills of developing a therapeutic plan.
- Will be able to critically reflect upon these three forms of therapy
- Will be able to articulate the importance of spiritual inquiry in assessment of anxiety

(B) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

- Will develop self-awareness in counselling practice
- Will be able to identify how to incorporate spiritually oriented interventions (applicable to a variety of religious traditions) as appropriate
- Will attend to the spiritual development and well-being of self and others.
- Will develop capacity for self-reflective and spiritual practices and consider how these might be applied to others.

(C) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

- Increase awareness and demonstrate spiritually integrative therapeutic and care giving skills through role plays and assignments.

CRPO Learning Outcomes

CRPO competency	Demonstrated through	Discipline specific student learning outcome
(CRPO competency 1.1, 1.2, 1.3)	Lectures, discussion in class, critical book report, case study and/or research paper	Students will gain knowledge of Cognitive Behavioral Theory and two theories that have emerged from CBT – Dialectic Behavior therapy and Acceptance and Commitment Therapy. - able to identify the strengths and limitations; able to state the appropriate populations to apply CBT, DBT or ACT in relation to the experience of anxiety; become familiar with DSM-V and the diagnostic category of anxiety disorders.
(CRPO competencies 1.4, 1.5, 2.1, 2.2, 2.3)	Lectures, class participation in role play, discussions, reflection journals, and research paper or case study	Students will consider the concept of worry and anxiety from a cultural and spiritually diverse perspective. They will assess the helpfulness of their own and other’s responses in relationships of care.

CRPO competency 1.5	Reflection papers and class discussion	Students will think theologically about situations of care, dialoging between practice situations in role plays and the theology they currently articulate as close to their own.
4.1 4.2, 4.3, 4.5, 4.7	Lectures, role plays and class discussion and the final simulation test	Students will learn to structure the therapy process, set goals, and facilitate effective closure.
5.1, 5.2	Research paper Case Study	Students will write either a research paper on CBT, DBT, ACT or a case study using one of these therapies. Students will read peer viewed journal articles. Readings will inform the case study papers or research paper

Evaluation

Requirements

The final grade for the course will be based on evaluations in four areas:

Basic Degree Students:

(1) Reflection Paper (15%) – Due Oct 7, 2019. In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to write a four page, double spaced reflection paper after reading the book by Daniel Smith, *Monkey Mind: A Memoir of Anxiety*. Briefly summarize the premise of the book, note strengths and weaknesses, and focus the reflection on how this book impacted you. What personal or spiritual issues did the book evoke?

(2) Group Presentation (25%) – Due either Nov 4 or Nov 18, 2019. Students may present individually or in dyads. Choose one of the topics listed below and prepare a 20-30 minute presentation on the content, followed by a 15 minute integration exercise in which the class will participate, followed by 15 minutes of questions. Please provide a one-page summary for class members so that they can focus on your content. You will have one hour in total for your presentation therefore be aware of your time.

Topics: (Choose one from among the following)

- Shyness and Social anxiety
- Perfectionism
- Health Anxiety (Hypochondriac)
- Managing Anxiety in Children
- Anti-anxiety food and natural means of addressing anxiety
- Spirituality and Anxiety

(3) Critical Book Review (20%) – Due Oct 22, 2019. Students will write a five-page book review of one of the texts (except the Daniel Smith)

1. Concise summary of contents
2. Note several strengths, weaknesses and limitations
3. Who is this book for and how could it be used?
4. What might be the implications for clinical work and the praxis of spiritual care?
5. How did the content impact you personally? How it may affect your praxis?

(4) Final paper (40%) – Final Paper Due on Dec 1, 2019. Complete a 8-10 page paper that is double spaced. Include a separate title page and reference page. Please choose either the research paper option or the case study option (not both)!

Option One – Case Study

Watch one of the following movies.

- The King's Speech 2012 (with Colin Firth)
- Safe 1995 (with Julianne Moore)
- As Good as it Gets 1997 (with Jack Nicolson)

You are the therapist that the main character is coming to see. Write a case study with the following categories:

1. Background (tell me everything you know about the main character)
2. Assessment

General Assessment (e.g. how do you assess their disorder? Describe how their disorder is impacting their life and the lives of those around them – cognitively, emotionally, physiologically, spiritually. How is it affecting their vocation, their relationships, their quality of life? How long have they been living with this? Who are the important people in their life that form a support system? Where do you see resilience? What are their strengths that they can draw upon? What gives them hope?)

Specific assessment (e.g. When do anxiety attacks mostly occur, where, who is present or absent, how long do they last, what are the immediate symptoms, what are the consequences, what could be reinforcing (or the benefits) following the attack? What seems to mitigate or calm or reduce? Were there any antecedent events? Are there triggers for anxiety attacks? What have they tried but has not been successful? What seems to be somewhat successful?)

3. Theoretical Foundation

Description of the form of therapy you will be applying with this client (CBT, DBT or ACT to the main character) and summarize the therapeutic approach. Indicate why you are choosing this form of therapy for this particular client.

4. Planning and Intervention

Describe the specific intervention you will be applying (you can include sample worksheets if you choose). Outline the anticipated process of therapy. What do you anticipate will happen?

5. References

OR

Option Two – Research Paper

The paper will evaluate the outcome literature for one of the following – the application of CBT, DBT or ACT with persons experiencing worry and anxiety.

Outcome literature refers to research studies that evaluate the effectiveness of a particular form of therapy as applied to a particular group of people experiencing particular symptoms. You may also use books and websites. Your paper will reference a minimum of five peer reviewed journal articles in addition to any books and websites. Please see the following website for a simple description of how to write a research paper that is either expository or analytical (not argumentative). <https://www.grammarly.com/blog/how-to-write-a-research-paper/>

Process:

1. Topic – choose a topic you are interested in
2. Research – Look for empirical research (i.e. peer-reviewed journals). Use an academic data base like PSYCHinfo. Please consult a librarian. You may also use books and websites. Please include a minimum of five to eight peer reviewed journal articles referenced in your text.
4. Body of the paper – Provide an Introduction that will introduce the topic and your thesis statement; briefly summarize the particular therapy you are addressing; as you comment on research studies also briefly describe the study at hand followed by the results.
5. Brief spiritual/theological reflection from your perspective on the content
6. Conclusions
7. References (APA Style preferred or Chicago)

Grading System

A+ (90-100)

A (85-89)

A- (80-84)

B+ (77-79)
B (73-76)
B- (70-72)
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Late work (Graduate). Discuss with instructor.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document “Avoidance of

plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges
http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Day 1

Monday, Sept 23, 2019

Course Introduction

The Anxiety Epidemic Today

Theological History of the Concept of Anxiety

Reading: Come to class having read Daniel Smith,
Monkey Mind: A Memoir of Anxiety

Day 2

Monday Oct 7, 2019

Introduction to Cognitive Behavioural Therapy

Reading: Culley and Teten (2008)

Journal article – TBA and posted on Quercus

Day 3

Monday Nov 4, 2019

Cognitive Behavioural Therapy and its Application to Anxiety

Student Presentation

Reading: McKay, Matthew, Skeen, Michelle, and Fanning, Patrick (2017). *The CBT Anxiety Solution Workbook: A Breakthrough Treatment for Overcoming Fear, Worry, and Panic*. Oakland, CA: New Harbinger Publications.

Day 4

Monday Nov 18, 2019

Dialectic Behaviour Therapy and its Application to Anxiety

Reading: McKay, Matthew, Skeen, Michelle, and Fanning, Patrick (2017). *The CBT Anxiety Solution Workbook: A Breakthrough Treatment for Overcoming Fear, Worry, and Panic*. Oakland, CA: New Harbinger Publications (second half)
Journal article – TBA and posted on Quercus

Day 5

Monday Dec 2, 2019

Acceptance and Commitment Therapy and its application to Anxiety

Reading: Nieuwsma, J., Walser, R., Hayes, S., & Tan, S. (2016). *ACT for Clergy and Pastoral Counselors: Using Acceptance and Commitment Therapy to Bridge Psychological and Spiritual Care*. Oakland, CA: Context Press.