



Department of Psychology
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PSYC 3825 Cognitive and Behavioral Therapy

Department of Psychology
Brooklyn College Fall 2025
Friday: 11:00am - 1:45pm

Instructor: Laura Reigada

Office Hours: Friday 1:45-3:45 PM or by appointment

Room: 5309 James Hall

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Course Description: A critical review of the theoretical and conceptual underpinnings of Cognitive Behavioral Therapies (CBTs). Topics include the learning and cognitive foundations of, current scientific research supporting the use of CBT, and the practical application of CBT (such as relaxation, exposure techniques, cognitive approaches, emotional regulation) along with ethical considerations. (Prerequisite: Psychology 1000 and 2810)

Course Goals and Learning Objectives: The primary goal of this course is for students to gain an understanding of cognitive behavioral therapy and its application in helping clients in therapy. We will explore the history of the model, the different components of it, and the specific skills it draws upon.

COURSE REQUIREMENTS

Exams: There will be 2 exams (midterm and final) which will be non-cumulative. The mid-term will be during class time and the final will be during finals week. Each exam will count towards 25% of the final grade (50% total). Absences on exam dates are not permitted so plan to be in attendance. Failure to attend an exam will result in a failing grade for that exam, unless official documentation is submitted.

Attendance and Participation: This course is very interactive. Attendance, class participation and homework assignments (will count towards 50% of the final grade). Here is the breakdown: Class attendance and participation = 10%, homework = 40%

You can earn full points by attending the lectures and participating in class discussions, activities, small group work and completing homework. Class participation is a subjective grade. I realize that people have different levels of comfort with public speaking; however, I expect everyone to stretch themselves and attempt to share their thoughts, comments and questions in a respectful and appropriate manner. Those of you who tend to dominate class discussions may have to stretch yourselves in the other direction.

Course Format

CBT Homework & Reflection: Student will be responsible for completing homework assignments. These assignments are due BEFORE class to receive full credit. If you are absent from class and are unclear of what the assignment is, check-in with instructor/TA/classmate about assignment details. You will still be responsible to turn in homework even if absent from class.

To facilitate discussions, students will be expected to complete homework worksheets BEFORE the next class (see Brightspace for due date information). Homework reflections will be checked in class by the instructor each week for completion. **This means you need to have it done and turned in before the start of class.** I will not collect the worksheets as these will contain private and personal information. You will not be graded for how well you do the sheets, your effort on the reflection will be graded. Weekly group discussions on the homework will be conducted and this counts towards your participation grade.

A disclaimer, this homework is not psychological treatment, rather it is an exercise for informational purposes only. You will be asked to share your work in class and with the instructor. Please select minor and low-level issues that you are comfortable with sharing. Even if you are comfortable with sharing more personal and intense issues, do not select these for class. You can work on your personal goals outside of class, for class it should be low level and solely to get familiar with the worksheets to learn the content and how the course materials can be adapted for application with patients.

Video Cameras: I expect that you will attend all classes. I also expect that you will have your Zoom camera enabled during discussion and mute/unmute yourself as appropriate. If you must disable your camera at any point during discussion, please let me/your peers know via chat if appropriate and possible. If you have any number of emergencies or other needs that prevent you from attending, please reach out to me as soon as you can to let me know. In the event that you miss a class, you can obtain notes from classmates and, if needed, take a meeting with me to discuss any questions or concerns. Absences that are more than 1 class will affect your grade in the class.

I expect that you will participate in class by responding to my questions, initiating comments and questions, and responding to your classmates' comments and questions. If discussion stagnates, I will call on students at random to share their impressions of and summarize take-home messages from readings/videos, etc. You will also be expected to volunteer to participate in role plays and other related activities.

How to work together and in groups

A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view that differs from your own, articulating your point of view clearly and concisely, and linking experiential learning to readings and assignments. I will appreciate your contributions to making this a safe and respectful class for learning and growth. Challenge ideas, not people. Everyone is on their own developmental journey and are on a continuum of understanding about themselves, others and the world.

Textbooks for class:

Vernon, A. & Doyle, K. (2018). Cognitive behavior therapies: a guidebook for practitioners editor.; American Counseling Association. <https://onlinelibrary-wiley-com.brooklyn.ezproxy.cuny.edu/doi/epub/10.1002/9781119375395>

Josefowitz, N., & Myran, D. (2021). *CBT made simple: A clinician's guide to practicing cognitive behavioral therapy*. New Harbinger Publications. <https://ebookcentral.proquest.com/lib/brooklyn-ebooks/detail.action?docID=6425966>

Tentative Course Schedule: Fall 2025 *Reading and Topic Schedule Subject to Change.*

Date	Topic
Week 1 (8/29)	CBT Overview and Syllabus Homework: Social annotate the syllabus Read: Vernon & Doyle Chapter 1 Read: Josefowitz & Myran Chapter 1 and 2
Week 2 (9/5)	Intake and Assessment; Identifying Clients Problems and Strengths Homework: Read: Josefowitz & Myran Chapter 3 Social annotate the following reading Huey, S. J., Jr, Park, A. L., Galán, C. A., & Wang, C. X. (2023). Culturally Responsive Cognitive Behavioral Therapy for Ethnically Diverse Populations. <i>Annual review of clinical psychology</i> , 19, 51–78. https://doi.org/10.1146/annurev-clinpsy-080921-072750
Week 3 (9/12)	Case Conceptualization and Making Therapy Goals Homework: Read: Josefowitz & Myran Chapter 4 Read, Watch and Reflect: https://positivepsychology.com/case-conceptualization-examples/
Week 4 (9/19)	Structuring Sessions, Monitoring, Therapist-client relationship Homework:

Read: Josefowitz & Myran Chapter 5
Practice and Reflect: Building Resiliency During Stressful Times

Week 5 (9/26) Identifying Feelings and Physical Reactions, and Relaxation Techniques

Homework:

Read: Vernon & Doyle Chapter 3
Read: Josefowitz & Myran Chapter 6 & 7

Week 6 (10/3) Cognitive Therapy

Homework:

Read: Josefowitz & Myran Chapter 8
Practice and Reflect: Managing Negative Thinking Mayo clinic
([Interactive Skill-Building Modules | Mayo Clinic Employee Mental Health and Well-Being](#))

Week 7 (10/10) **MIDTERM** (start of class, details TBA)
Cognitive Therapy Continue

Homework:

Read: Vernon & Doyle Chapter 4

Week 8 (10/17) Rational and Emotive Behavior Therapy

Homework:

Read: Vernon & Doyle Chapter 2
Social Annotation: Compare and contrast Cognitive Therapy and
REBT

****10/24 no class, Monday Schedule**

Week 9 (10/31) Behavior Therapy

Homework:

Read Josefowitz & Myran Chapter 10 & 11

Week 10 (11/7) Behavior Therapy Continue

Homework:

Read Josefowitz & Myran Chapter 12

Practice and Reflect: Behavioral Activation Module Mayo clinic
[Interactive Skill-Building Modules | Mayo Clinic Employee Mental Health and Well-Being](#)

Week 11 (11/14) Putting CBT in Action

Homework:

Read: Vernon & Doyle Chapter 6

Week 12 (11/21) Acceptance and Commitment

Homework:

Read: Vernon & Doyle Chapter 8

Read: Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.

Practice and reflect: Values Identification [Values-Worksheets.pdf](#)

****11/28 College Closed no class**

Week 13 (12/5) Mindfulness Based Therapy

Homework:

Read: Vernon & Doyle Chapter 7

Read: [Mindfully Making Mistakes | Psychology Today](#)

Week 14 (12/12) Dialectical Behavioral Therapy Continue

Homework:

Read: Vernon & Doyle Chapter 9

Week 15 (TBA) Final Exam