

Class 2

Understanding the CBT Model

Cognitive Behavioral Therapies and
Approaches

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Aaron Beck: Cognitive Behavioral Therapy

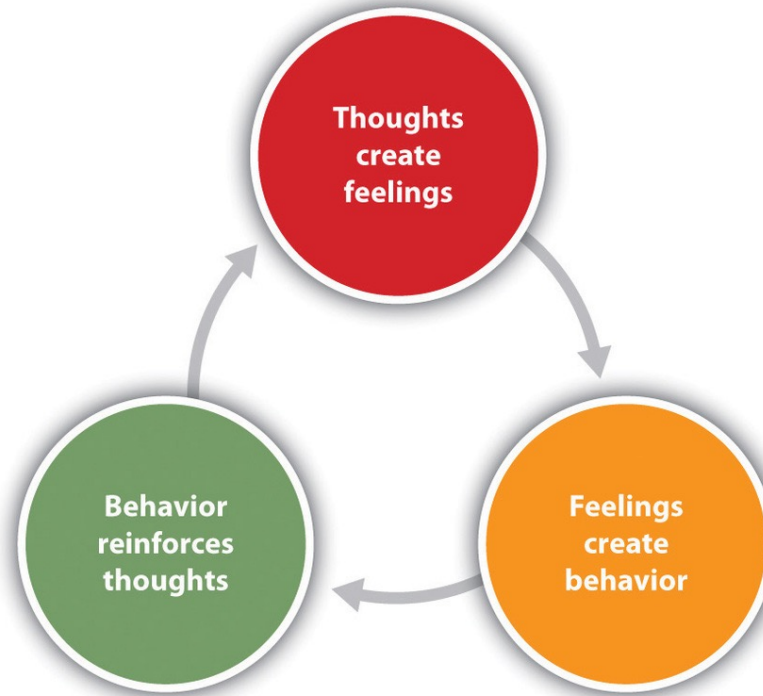
What is the CBT triangle?

Goal for class

Review main
tenants of the
CBT model

Practice
introducing the
model to a client

[Video](#)



Aaron Beck: Cognitive Behavioral Therapy

Exploring the CBT Cycle

- A student is looking over reading for a school assignment and finds the text difficult to understand:
 - What kind of negative thoughts might the student have?
 - What feelings may come from those thoughts?
 - What actions may come from those feelings?

Basic, Necessary Information

Thoughts, not feelings, can be challenged and changed.

Thoughts are not facts.

Sometimes negative thoughts are, in fact, true. Often, we just don't know.

Thoughts have the power to affect our feelings, behaviors, & further thoughts.

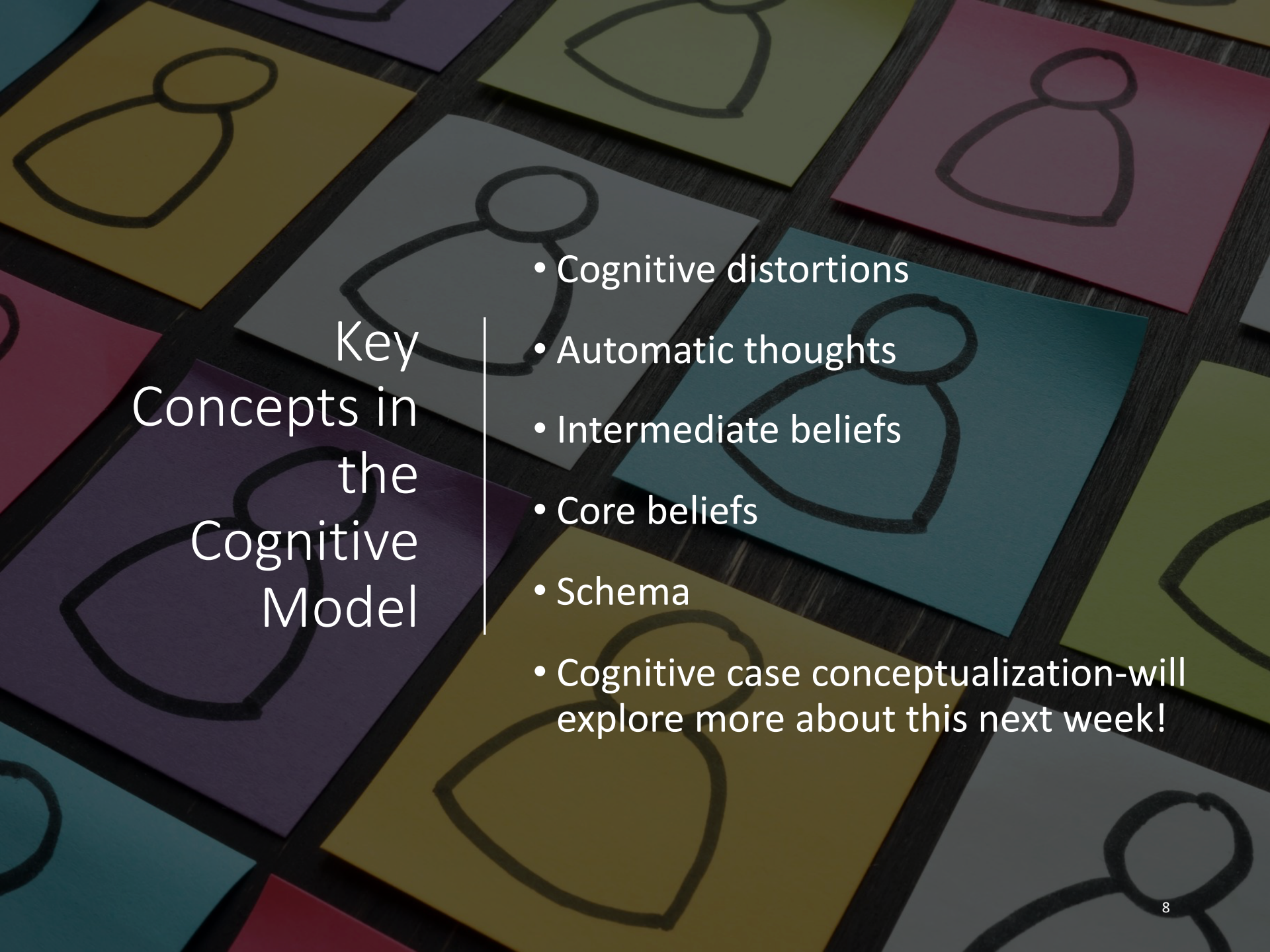
A Key Question

**“What do you think
when this happens, and
how do you feel when
this is what you think?”**



http://sevenscounties.org/poc/view_doc.php?type=doc&id=37068&cn=298

Key question adapted from Malkinson, R. (2011). REBT: Past, present, and future. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 29, 257 – 262.

The background of the slide features a pattern of overlapping, slightly tilted squares in various colors including olive green, teal, purple, and grey. Each square contains a simple, hand-drawn black outline of a human figure, resembling a stick figure with a rounded head and torso. The overall aesthetic is artistic and abstract.

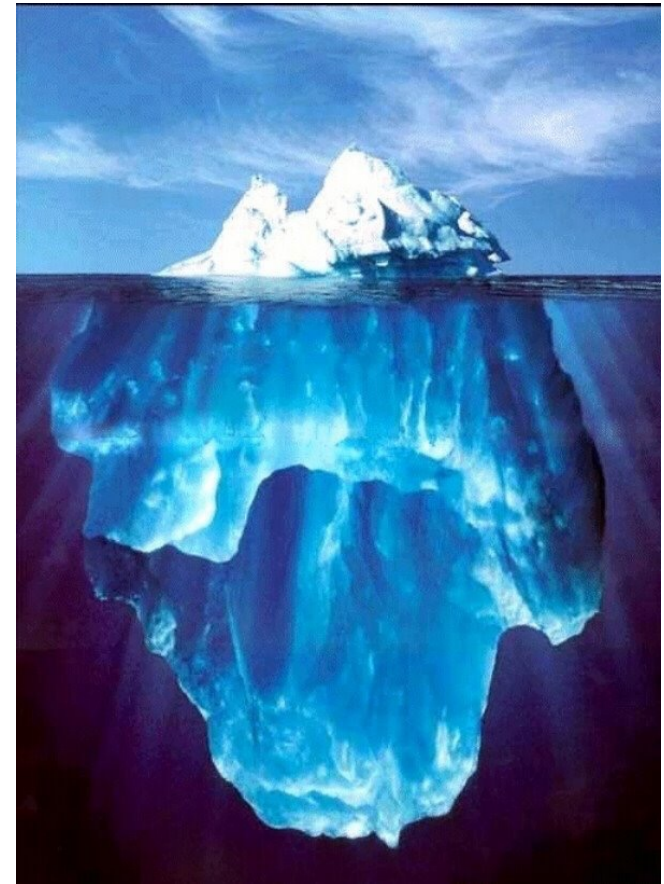
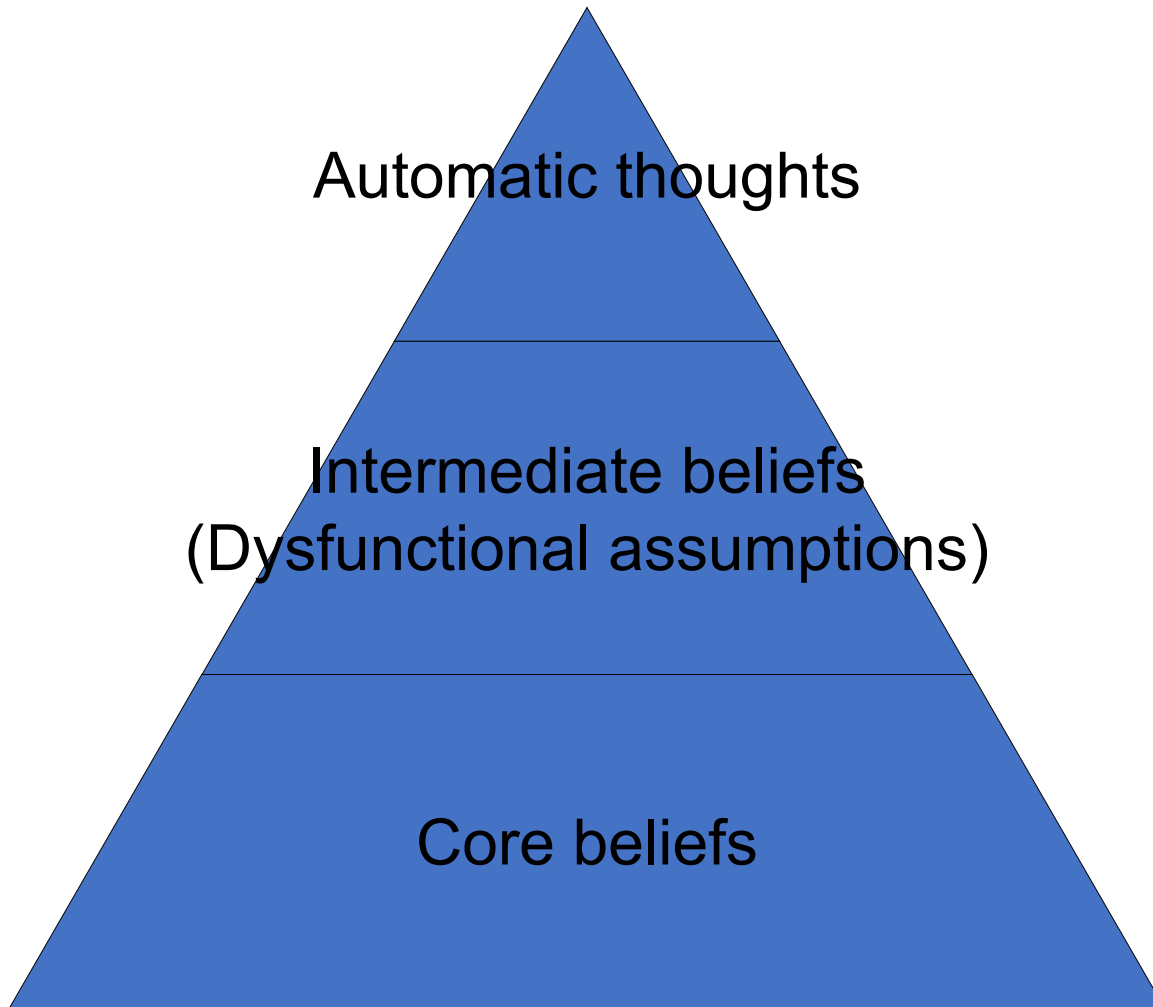
Key Concepts in the Cognitive Model

- Cognitive distortions
- Automatic thoughts
- Intermediate beliefs
- Core beliefs
- Schema
- Cognitive case conceptualization-will explore more about this next week!

Cognitive Distortions

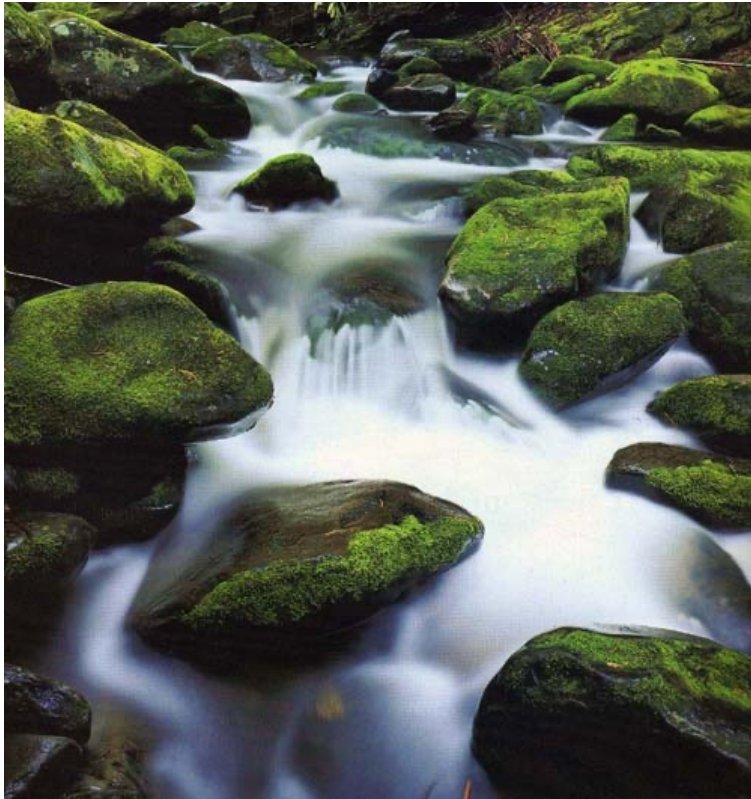
All-or-nothing thinking	Overgeneralization
Mental filter	Disqualifying the positive
Jumping to conclusions	Catastrophizing
Minimization	Magnification
Should statements	Labeling & mislabeling
Emotional reasoning	Personalization

Types of Thoughts and Beliefs



<http://ralphclevenger.com/portfolios/earth/>

Automatic Thoughts



- Thoughts that run through our head
- May be true or false, helpful or unhelpful, etc.

Examples:

- “I’m tired.”
- “I did a bad job.”
- “He’s such a loser.”

Automatic Thoughts

- In order to change our cognitions, we must first become aware of them.

Intermediate Beliefs



<http://au.reachout.com/find/articles/tyranny-of-the-shoulds>

Underlying assumptions,
attitudes or rules

Often composed of "rules," "if-
then beliefs," "shoulds,"
"musts"

Examples: "If I don't always succeed,
then I'm a failure." or "I should
never feel angry at my mother."

Core Beliefs



- The often hidden beliefs that people believe at the core of their being
- These beliefs shape how one views oneself, others, and life

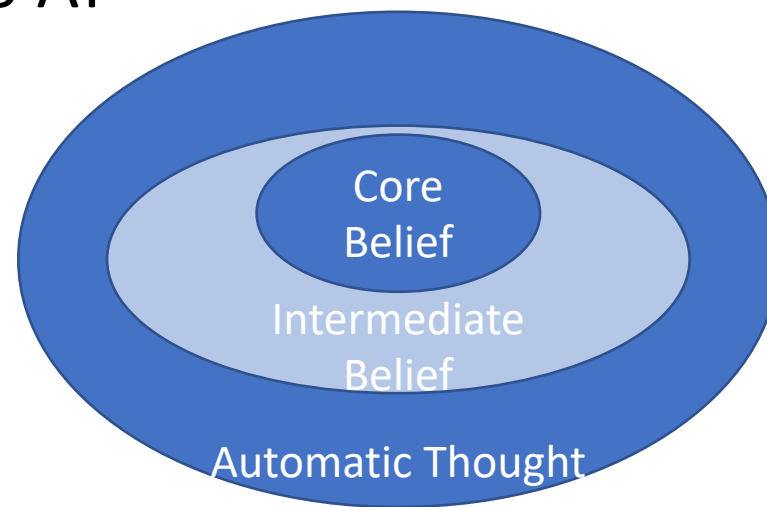
Core Beliefs (cont.)

People tend to selectively notice only things that confirm their core beliefs

Examples:

- I am incompetent.
- I am unlovable.
- The world is unjust.
- Bad things happen if I feel happy.

- Intermediate Beliefs: attitudes, assumptions, or rules a person must follow in their life that apply in general across all situations.
- Core Beliefs: Often formed in childhood and solidified over time. Dysfunctional core beliefs drive dysfunctional intermediate beliefs and automatic thoughts. Ie: I am unlovable
- IB and CB are more global and cut across situations compared to AT



[Video](#)

May be able to identify dysfunctional intermediate beliefs and core beliefs later in treatment but initial focus is on automatic thoughts as addressing these can positively impact IB and CB.



Break and review for...

Jeopardy!

Schemas

“Schemas serve as the lenses through people see the world” (Wenzel, Brown & Beck, 2009, p. 57)

To some theorists, another word for “core beliefs”

But schemas can actually be a constellation of core beliefs



Schemas

Abandonment/Instability	Mistrust/Abuse
Emotional Deprivation	Defectiveness/Shame
Social Isolation/Alienation	Dependence/Incompetence
Vulnerability to Harm or Illness	Enmeshment/Undeveloped Self
Failure	Entitlement/Self-Centeredness
Insufficient Self-Control/Self Discipline	Subjugation
Self-Sacrifice	Approval-Seeking
Negativity/Pessimism	Emotional Inhibition
Unrelenting standards/ hypercriticalness	Punitiveness

Case Example



Case study clinical example CBT: First session with a client with symptoms of depression (CBT model)

Role Play:

Anna is a 15 years old female who struggles with depression and anxiety. She has passive suicidal ideation. She has a moderate interest in therapy. She is willing to participate but her non-verbal communication indicates that she is resistant towards the clinicians. She has been committed for repeated shoplifting and drug possession. She also has a history of promiscuity.

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Questions?

