

CBT AND ME: INTERSECTIONS BETWEEN COGNITIVE BEHAVIOURAL THERAPY AND LEARNING SPECIALISTS' WORK

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LSAC Conference 2021

AGENDA

- Welcome and Introductions
- Poll
- What is a one-to-one session for you?
- CBT Overview
- Applications to our Work
- Breakout room – applying what you've learned
- Conclusions and Q&A

BEFORE WE BEGIN...

We are not training you in CBT; we are discussing how CBT as we have learned it applies to our work as Learning Specialists.

INTRODUCING VICTORIA

- Educational background in Social Work, RSW, and Family Relations & Human Development (MSc, PhD(c))
- Took CBT courses in past, got re-interested in it as part of MBCT Training
- Took a brief course in CBT for MBCT training
- Read and reviewed many books on CBT, over many years
- In 2020/2021 took courses online through the Beck Institute



INTRODUCING JOANNAH

- MA, adult education
- Formal counselling training pre-2020: 1 course in grad school
- Interested in CBT when working with students who were also meeting with counsellors
- Completed 12-week course through Laurier's Faculty of Social Work (2020)



HOW FAMILIAR ARE YOU WITH CBT?



I have
never
heard of
CBT!

I know about CBT
but I don't have
formal training

I am a
licensed
therapist
with a CBT
background

WHAT IS A 1-1 SESSION?

- For us?
 - Meet individually with student
 - Ranges from 15 – 60 mins
 - In-person (pre-covid) or online
 - See many students just once; sometimes up to 6 times per semester
 - Focus on time management, study strategies, presentation skills

SMALL GROUP DISCUSSION

- In your breakout room (2-3 people):
 - Introduce yourselves
 - Where did you learn how to conduct a 1-1 session?
 - How does that training influence your work?

- 5 minutes in breakout rooms
- Prepare to share an insight either verbally or by posting in the chat

LET'S TALK CBT

- We will start with a brief overview and then move to our applications to our work.

A BRIEF OVERVIEW OF CBT

- Developed by Aaron Beck in the 1960s
- Based on the cognitive model
 - places emphasis on the way someone perceives a situation (rather than the situation itself)
- One form of psychotherapy
 - highly structured and borrows techniques from multiple modalities
- Heavily supported by research (most commonly for treatment of anxiety and depression)

- <https://beckinstitute.org/get-informed/what-is-cognitive-therapy/>

THE CBT "TRIANGLE"



6 CBT TOOLS

1. Session Framework
2. Socratic Questioning
3. Unhelpful Thinking Styles
4. Imagery
5. Behavioural Experiments
6. Activity Record

1. WHAT WE LIKE – SESSION FRAMEWORK

- Beginning
 - Rapport and/or bridge
 - Set Agenda
 - Review homework
- Middle
 - Pick a topic & collect data
 - Plan strategy
 - Implement and evaluate
 - Create action plan
- End
 - Feedback
 - Summary (client summarizes – therapist confirms)

2. WHAT WE LIKE – SOCRATIC QUESTIONING

- Used in many therapeutic and pedagogical approaches
- In CBT, Socratic questions help clients evaluate their thinking
- **Examples** (Beck, *Cognitive Behavioural Therapy*, 2nd ed.)
 - What is the evidence that supports this thought?
 - What is the evidence against this idea?
 - What would I tell a friend in this situation?
- In my practice:
 - De-escalate catastrophizing
 - Solve problems, especially problems with academic relationships (study group, graduate advisor, etc.)

3. WHAT WE LIKE – UNHELPFUL THINKING STYLES

- All or nothing thinking
- Fortune-telling (making predictions)
- Labelling (global labels based on one situation)
- Emotional reasoning
- Selective abstraction (focusing on negative and discounting other evidence)
- Mind reading (assuming what others think)
- Personalization (everything is personal)
- Imperatives (should or musts)
- Over-generalizing (always or never)

4. WHAT WE LIKE - IMAGERY

- Many uses of Imagery in therapeutic settings
 - Not all are appropriate in our context
- In my practice:
 - Coping in the image
 - Exam stress
 - Presentation nerves
 - Changing the image
 - “The student you want to be”

5. WHAT WE LIKE – BEHAVIOURAL EXPERIMENTS

- Designed for the student to test their assumptions
- Student fills in the table and draws conclusions
- Can use to 'disprove' students' thoughts – e.g. using the table, what evidence do you have to support x?

BEHAVIOURAL EXPERIMENTS EXAMPLE

- CBT clinical example vs. Mine (student creating a schedule for the first time)

Experiment	Prediction	Possible problems	Strategies to solve problems	Outcome	What did I learn?
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Experiment (making a schedule)	Prediction (What will go well?) and Problems (what will get in the way?)	Outcome: What worked?	Outcome: What didn't work and why?	Outcome: How can we change it?	What did I learn?
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6. WHAT WE LIKE – ACTIVITY RECORD

- CBT instructions:
 - Select mood
 - Record activity and rate mood in each box
- My instructions:
 - Record academic & non-academic activities
 - Be honest (websurfing ≠ finding research articles)

Time	Mon	Tu	Wed	Th	Fri	Sat	Sun
7-8 am							
8-9 am							
9-10 am							

APPLYING THIS TO YOUR WORK, CONCLUSIONS & Q&A

Breakout rooms, conclusions and a Q & A.

BREAKOUT ROOMS

Consider the following in your breakout rooms:

- Is there a strategy discussed today that you could see yourself using?
- How might it work? What might you need to apply it?
- Do you have any unanswered questions?
- Was there a CBT-related strategy you know about that we didn't discuss, that you think might be helpful for the group?

- Be ready to share a strategy, insight or question
- 5 minutes in your group

THE 6 CBT TOOLS

1. Session Framework
2. Socratic Questioning
3. Unhelpful Thinking Styles
4. Imagery
5. Behavioural Experiments
6. Activity Records

REFERENCES & RESOURCES

- Beck Institute: <https://beckinstitute.org/>
- Books
 - *Cognitive Behaviour Therapy* by Judith Beck
 - *Cognitive Therapy for Challenging Problems* by Judith Beck
- Workbooks
 - *Mind over Mood* by Dennis Greenberger and Christine Padesky
 - *The CBT Toolbox* by Jeff Rigenbach

DEBRIEF AND Q&A!

Thanks for being present and engaged with us today!

Any questions?
Get in touch!

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