The purpose of this program is to train graduate faculty to deliver effective teaching and supervision of cognitive behavior therapy to students and therapists-in-training.

**Overall Objectives:**

At the end of the course, participants will better:

1. Describe the basic principles of adult learning.
2. Identify the core competencies of CBT and integrate them within the graduate curriculum.
3. Create effective strategies for teaching CBT in the classroom.
4. Identify technology to enhance the teaching of CBT.
5. Design a model CBT syllabus that incorporates core competencies, adult learning principles, and experiential learning.
6. Formulate ways to increase and enhance experiential learning of key CBT skills.
7. Employ evidence-based strategies to improve CBT supervision.
8. Describe ways to identify individual supervisee needs.
9. Identify methods to give formative feedback and employ deliberate practice in training.
10. Describe CBT techniques to employ with problematic trainees.
11. List methods of evaluation and discuss how to use the CTRS as a supervision and evaluation tool.

**Learning Theory as Applied to Teaching CBT**

- Donna Sudak, MD
  1. To describe how to adapt teaching to adult learners
  2. To discuss how to use teaching and learning principles to enhance students’ training experiences
  3. To discuss emerging technologies and how they might be used in training
  4. To explain the importance of interactive exercises in learning

**Overview of the Core Competencies in Cognitive Behavior Therapy**

- Donna Sudak, MD
  1. To describe a competency model of cognitive behavioral knowledge, skills, and attitudes
  2. To review fundamental and advanced CBT skills and techniques

**Teaching the Core Competencies in CBT**

- Donna Sudak, MD
  1. To discuss strategies for teaching the CBT core competencies
  2. To create a teaching exercise for a core competency

**CBT Curriculum Development**

- Donna Sudak, MD
  1. To describe specific components essential to the learning of CBT
  2. To discuss design and development of a model curriculum

**Supervision of Cognitive Behavior Therapy**

- Donna Sudak, MD
  1. To recognize key differences between training and supervision
  2. To use deliberate practices and skills training in supervision
  3. To select methods of evaluation and to use the CTRS as a supervision and evaluation tool
  4. To practice non-threatening methods of giving feedback

**Advances in Cognitive Behavior Therapy**

- Aaron T. Beck, MD
  1. To state clinical advances in cognitive behavior therapy
  2. To list key points of training in cognitive behavior therapy
References:

