



Cognitive Psychotherapy Workbook

Based on
Integrative Multitheoretical Psychotherapy, Chapter Four
“Cognitive Psychotherapy: Encouraging Functional Thoughts”
Jeff E. Brooks-Harris & Michael F. Gavetti (2008)
Boston: Houghton-Mifflin
and

**Multitheoretical Counseling and Psychotherapy (Vol. I):
Cognitive Counseling and Psychotherapy.** [videotape]
Jeff E. Brooks-Harris & Jill M. Oliveira-Berry (2001)
Hanover, MA: Microtraining Associates

This workbook is designed to help counselors learn to acquire cognitive strategies they can implement with psychotherapy clients. These pages will give you an opportunity for written practice after reading a description of each strategy from the textbook chapter (Brooks-Harris, 2008, cited above) and/or watching a video demonstration (Brooks-Harris & Oliveira-Berry, 2001, cited above). Unfortunately, three of the cognitive strategies described in the textbook chapter are not demonstrated on the video (COG-10, 11, & 12).

Before introducing strategies, Cognitive Conceptualization is introduced with a summary (p. 2) and practice worksheet (p. 3). This method of conceptualization is described in more detail in the textbook chapter (Brooks-Harris, 2008, p. 107-111). Formulating a cognitive conceptualization with an individual client will prepare for the effective use of many of these strategies.

To make the best use of this workbook, you should read the description of the strategy in the textbook chapter and view the video demonstration. The textbook chapter will describe the strategies including theoretical contexts, strategy markers, suggestions for use, expected consequences, and case examples. The written practice in this workbook will emphasize strategy markers, implementation, and expected consequences. You may want to write your implementation strategy ideas using lines of dialogue between counselor and client (CO:, CL:, CO:, CL:).

It may be helpful to think of one or two clients you have worked with in the past in order to flesh out these written case examples. If you are a new counselor with limited clinical experience, you might want to think about friends or family members who might be trying to change their thoughts. Some strategies may fit certain clients better than others so feel free to switch clients during written practice if a skill does not fit a particular client.

Learning and practicing cognitive strategies can prepare you for using these skills in combination with skills drawn from other theories of psychotherapy. If you would like to learn more about Multitheoretical Psychotherapy, please view the website: **www.multitheoretical.com**

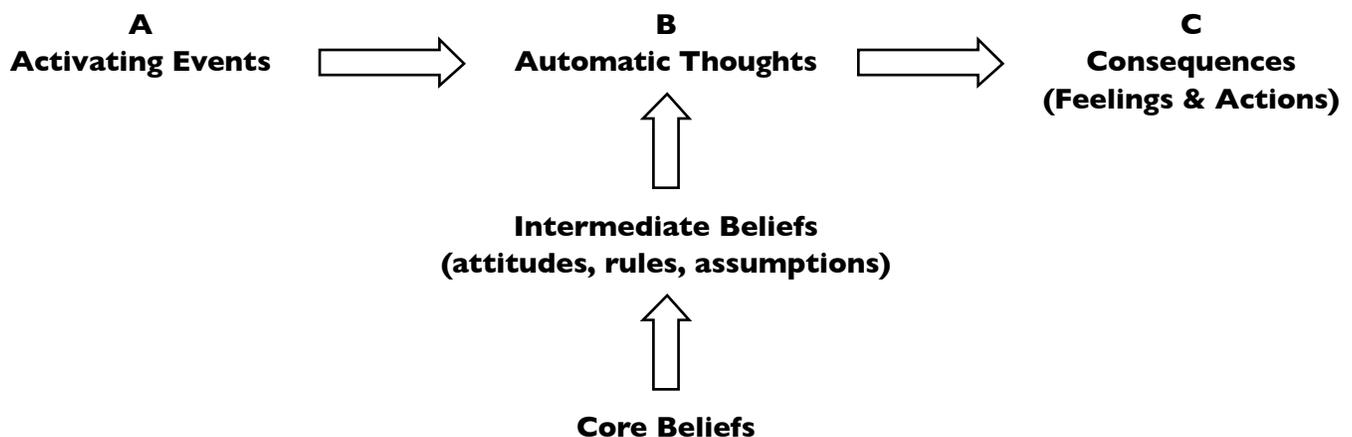
Cognitive Conceptualization

Summarized from Chapter Four of *Integrative Multitheoretical Psychotherapy* (Brooks-Harris & Gavetti, 2008) p. 107-111.

A simple cognitive conceptualization highlights the way beliefs mediate the relationship between events and consequences:



A more complex cognitive conceptualization identifies intermediate and core beliefs that often underlie automatic thoughts:



Questions for a Cognitive Conceptualization

ACTIVATING EVENTS / THOUGHTS OR BELIEFS / EMOTIONAL CONSEQUENCES

- What kind of situations do you find the most distressing?
- Do you recall a recent example?
- What thoughts were going through your mind at that time?
- How do you think your thoughts impacted your feelings and actions?

INTERMEDIATE AND CORE BELIEFS

- Now that we have identified some of your automatic thoughts, I want to look more closely at their meaning. If these thoughts were actually true, what would it mean about you as a person?
- It seems as if these negative thoughts are based on some underlying set of rules you are trying to follow. If we were trying to identify these guidelines, what rules would be on your list?
- Across several different situations, you seem to be thinking in the same way. What would you say is the underlying common theme that all these thoughts share?

Practicing a Cognitive Conceptualization

Think about a client who might come to psychotherapy whose problems might be related to their thoughts. Please anticipate how this client might answer each of the following questions and write the client's answers in the blank spaces.

DESCRIBE THE CLIENT'S PRESENTING CONCERN:

ACTIVATING EVENTS / THOUGHTS OR BELIEFS / EMOTIONAL CONSEQUENCES

- What kind of situations do you find the most distressing?

- Do you recall a recent example?

- What thoughts were going through your mind at that time?

- How do you think your thoughts impacted your feelings or actions?

INTERMEDIATE AND CORE BELIEFS

- Now that we have identified some of your automatic thoughts, I want to look more closely at their meaning. If these thoughts were actually true, what would it mean about you as a person?

- It seems as if these negative thoughts are based on some underlying set of rules you are trying to follow. If we were trying to identify these guidelines, what rules would be on your list?

- Across several different situations, you seem to be thinking in the same way. What would you say is the underlying common theme that all these thoughts share?

COG-1. Identifying Thoughts

Identifying automatic thoughts, self-talk, and cognitive patterns.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 112-114. The case example for this strategy shows Dr. P. working with Claire to identify specific feelings related to her grief and loss.

[NOTE: The first two cognitive strategies are presented in a different order in the textbook and in the video.]

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 2. This demonstration features Dr. Jill encouraging her client, Tyler, to look at a specific situation in which his thoughts were distorting his perceptions.

STRATEGY MARKER: ***Illuminating self-talk is helpful when clients are unaware of internal evaluations and how these perceptions may impact their emotions and behavioral choices.*** What might a client say to indicate it would be helpful to identify cognitions?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to identify specific thoughts? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***When you help a client focus on automatic thoughts, the predicted outcome is increased awareness of cognition and its impact on other areas.*** How might a client respond to this intervention, indicating a positive outcome?

COG-2. Clarifying the Impact of Thoughts**Clarifying the impact of thoughts on feelings, actions, and interpersonal relationships.**

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 114-116. The case example for this strategy shows Dr. P. exploring the way Abe's thoughts about work impact other areas of his life.

[NOTE: The first two cognitive strategies are presented in a different order in the textbook and in the video.]

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 1. This demonstration features Dr. Jeff helping Mia understand how her thoughts about her relationship contribute to feelings, actions, and patterns.

STRATEGY MARKER: **Clarifying the impact of thoughts is useful when clients are not aware of how their perceptions and evaluations impact other areas of functioning.** What might a client say to indicate it would be helpful to clarify the way cognition impacts other functions?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to clarify the impact of thoughts? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: **Clients will attend more to cognitions and will begin to see the way their thinking influences other areas.** How might a client respond to this intervention, indicating a positive outcome?

COG-3. Challenging Irrational Thoughts

Challenging or disputing irrational thoughts or inaccurate beliefs.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 116-117. The case example for this strategy shows Dr. P. challenging Claire's conclusion that she cannot go on without her mother.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 3. This demonstration features Dr. Jeff using humor and exaggeration to point out some faulty logic in Mia's assumption that she should always know what her boyfriend wants.

STRATEGY MARKER: ***If clients display faulty logic or self-defeating thoughts, a psychotherapist may want to point out or challenge these cognitions in a direct manner.*** What might a client say to indicate it would be helpful to challenge faulty thinking?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to challenge irrational beliefs? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***If clients are open to direct challenge, the predicted outcome is the recognition of irrational thoughts and the desire to modify beliefs to become more accurate and rational.*** How might a client respond to this intervention, indicating a positive outcome?

COG-4. Illuminating Core Beliefs***Illuminating core beliefs or schemas by exploring the meaning of thoughts and patterns.***

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 119-121. The case example for this strategy shows Dr. P. exploring beliefs that may fuel Abe's unhealthy work habits.

VIEWVIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 4. This demonstration features Dr. Jill helping Tyler see a consistent pattern behind many of his day-to-day thoughts.

STRATEGY MARKER: ***It is useful to look for core beliefs after you have uncovered a pattern of inaccurate thoughts across different situations.*** What might a client say to indicate it would be helpful to uncover underlying schemas?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to illuminate core beliefs? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***Growing awareness of long-term thought patterns serving as personal filters and influencing perceptions of diverse events.*** How might a client respond to this intervention, indicating a positive outcome?

COG-5. Evaluating Evidence

Evaluating evidence that may support or challenge clients' cognitions.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 121-124. The case example for this strategy shows Dr. P. encouraging Claire to reevaluate an important conclusion about her sense of isolation after her mother's death.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 5. This demonstration features Dr. Jeff encouraging Mia to evaluate the conclusion that she is primarily to blame for the problems in the relationship.

STRATEGY MARKER: **When a client is only looking at evidence supporting a dysfunctional thought, you can use a structured approach to identify data from a client's own experience.**

What might a client say to indicate it would be helpful to evaluate evidence?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to evaluate evidence? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: **An acknowledgement that one's conclusions are not held with absolute certainty.** How might a client respond to this intervention, indicating a positive outcome?

COG-6. Testing Hypotheses

Forming and testing hypotheses about clients' beliefs and perceptions.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 124-127. The case example for this strategy shows Dr. P. encouraging Abe to test his hypothesis that his work is not having a positive impact.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 6. This demonstration features Dr. Jill encouraging Tyler to test his hypothesis that others will reject him if they know he's gay.

STRATEGY MARKER: ***When clients' cognitions have not shifted in response to exploration or retrospective evaluation, it may be necessary to design experiments that create a direct test for beliefs.*** What might a client say to indicate it would be helpful to test hypotheses?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to encourage hypothesis testing? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***Exposing clients to new experiences that challenge long-held ways of thinking often results in more profound change than can be accomplished with verbal examination alone.*** How might a client respond to this intervention, indicating a positive outcome?

COG-7. Modifying Beliefs**Modifying specific beliefs to be more functional and adaptive.**

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 127-129. The case example for this strategy shows Dr. P. asking Claire to describe her situation in a more functional way.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 7. This demonstration features Dr. Jeff helping Mia identify a functional belief about the responsibility for the problems in her relationship.

STRATEGY MARKER: **Once clients have recognized the inaccuracy of their original thoughts, it is appropriate to identify new thoughts that will have a more positive impact on other areas of functioning.** What might a client say to indicate it would be helpful to modify beliefs?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to encourage the identification of functional beliefs? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: **Less psychological distress and more adaptive feelings and effective actions.** How might a client respond to this intervention, indicating a positive outcome?

COG-8. Reinforcing Adaptive Cognitions

Reinforcing adaptive cognitions and extinguishing dysfunctional ones.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 129-132. The case example for this strategy shows Dr. P. reinforcing a functional belief by encouraging Abe to translate his thinking into action.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 8. This demonstration features Dr. Jill helping Tyler choose an adaptive thought that might be likely to impact the way he acts and feels.

STRATEGY MARKER: ***If a client has identified new, more adaptive ways of thinking, the psychotherapist should reinforce these beliefs.*** What might a client say to indicate it would be helpful to reinforce functional thinking?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to reinforce adaptive thought patterns? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***New beliefs will be strengthened and the client will be able to gradually let go of old ways of thinking.*** How might a client respond to this intervention, indicating a positive outcome?

COG-9. Encouraging Accurate Perceptions***Encouraging accurate perceptions of realistic constraints impacting clients' lives.***

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 132-134. The case example for this strategy shows Dr. P. helping Claire make a realistic appraisal about her life so that she could make active choices about the future.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 9. This demonstration features Dr. Jeff helping Mia consider the possibility that her boyfriend may not be invested in changing the abusive pattern in the relationship.

STRATEGY MARKER: ***When a client is focusing on unrealistic hopes that interfere with effective problem solving, it is appropriate to encourage accurate perceptions and proactive choices.***

What might a client say to indicate it would be helpful to encourage accurate perceptions?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to help clients recognize realistic constraints? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***More accurate views of situations, more effective responses, and more adaptive choices.*** How might a client respond to this intervention, indicating a positive outcome?

COG-10. Supporting Dialectical Thinking**Supporting dialectical thinking and helping clients move toward synthesis rather than focusing on only one mode of thought.**

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 134-137. The case example for this strategy shows Dr. P. helping Abe resolve the perceived conflict between wanting to be a good lawyer and being committed to his family.

[NOTE: This strategy was not demonstrated on the *Cognitive Counseling and Psychotherapy* video (Brooks-Harris & Oliveira-Berry, 2001)]

STRATEGY MARKER: ***If clients are engaging in extreme or polarized thinking, then it may be helpful to support dialectical thinking that recognizes and embraces opposing ideas in the search for synthesis.*** What might a client say to indicate it would be helpful to encourage dialectical thinking?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to move toward synthesis? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***More balanced thinking, an integration of emotion and reason, more use of experiential and intuitive knowledge, and more balanced actions.*** How might a client respond to this intervention, indicating a positive outcome?

COG-11. Fostering Mindful Awareness***Fostering mindful observation and awareness to help clients live in the present rather than making judgments.***

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 137-140. The case example for this strategy shows Dr. P. encouraging Claire to observe her lonely feelings rather than trying to change them.

[NOTE: This strategy was not demonstrated on the *Cognitive Counseling and Psychotherapy* video (Brooks-Harris & Oliveira-Berry, 2001)]

STRATEGY MARKER: ***When clients are experiencing distress because their thinking is dominated by rigid judgments, it may be helpful to foster mindful observation as an alternative to harsh evaluations.*** What might a client say to indicate it would be helpful to foster mindfulness?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to encourage observation without judgments? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***Less rumination, decreased emotional reactivity, and less impulsive actions.*** How might a client respond to this intervention, indicating a positive outcome?

COG-12. Working with Imagery

Working with imagery, metaphors, or stories to reduce negative images and encourage clients to visualize adaptive images and embrace positive metaphors.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 140-142. The case example for this strategy shows Dr. P. asking Abe to create a visual imagine of his current situation and an alternate image that represents a more adaptive picture.

[NOTE: This strategy was not demonstrated on the Cognitive Counseling and Psychotherapy video (Brooks-Harris & Oliveira-Berry, 2001)]

STRATEGY MARKER: *When clients report negative images of self or introduce metaphorical language, it may be helpful to work with imagery, metaphors, or stories in order to transform maladaptive images into more adaptive descriptions of life.* What might a client say to indicate it would be helpful to work with images or metaphors?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to encourage adaptive images or positive metaphors? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: *A change in the way clients look at their life situations and imagine possibilities.* How might a client respond to this intervention, indicating a positive outcome?

COG-13. Brainstorming Solutions

Brainstorming alternative solutions as part of active problem solving.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 142-144. The case example for this strategy shows Dr. P. helping Claire brainstorm ways she can reach out to others.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 10. This demonstration features Dr. Jill helping Tyler identify places he could meet other gay people by brainstorming different possibilities.

STRATEGY MARKER: ***When clients are not skilled at problem solving, it may be useful to outline a structured process that involves specifying a problem, generating possible solutions, and selecting a solution for implementation.*** What might a client say to indicate it would be helpful to brainstorm solutions?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to encourage active problem solving? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***More divergent thinking and more creative possibilities with a greater chance for success.*** How might a client respond to this intervention, indicating a positive outcome?

COG-14. Providing Psychoeducation***Providing psychoeducation by sharing information from theory and research to aid therapeutic change.***

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 144-147. The case example for this strategy shows Dr. P. educating Abe about stages of change.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 11. This demonstration features Dr. Jeff providing psychoeducation about the cycle of violence to help Mia recognize a pattern in her own relationship.

STRATEGY MARKER: ***If clients lack information about their own situations, it is often useful to provide educational information from a psychological perspective.*** What might a client say to indicate it would be helpful to provide psychoeducation?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to share relevant information? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***Greater insight and understanding and/or a decreased sense of isolation.*** How might a client respond to this intervention, indicating a positive outcome?

COG-15. Supporting Bibliotherapy**Supporting bibliotherapy by recommending relevant books or articles that support therapeutic learning.**

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 147-149. The case example for this strategy shows Dr. P. recommending a book about grief to Claire.

VIEW VIDEO: *Cognitive Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Cognitive Skill 12. This demonstration features Dr. Jill recommending a book that would complement and reinforce the work Tyler was doing in psychotherapy.

STRATEGY MARKER: ***If clients need more information about their particular concerns or if reading would support psychotherapeutic change, bibliotherapy may be indicated.*** What might a client say to indicate it would be helpful to recommend readings?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to support bibliotherapy? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***Greater understanding and insight as well as more steady progress.*** How might a client respond to this intervention, indicating a positive outcome?