Using HOMEWORK Assignments in COGNITIVE BEHAVIOR THERAPY

dited by
Nikolaos Kazantzis
Frank P. Deane
Kevin R. Ronan
Luciano L’Abate
Using homework assignments in cognitive behavior therapy / Nikolaos Kazantzis ... [et al.], editors.

Includes bibliographical references and index.
ISBN 0-415-94773-1 (hardback)
1. Cognitive therapy. 2. Homework. I. Kazantzis, Nikolaos, 1973-

Library of Congress Cataloging-in-Publication Data

Visit the Taylor & Francis Web site at
http://www.taylorandfrancis.com

and the Routledge Web site at
http://www.routledge-ny.com
Contents

About the Editors vii
Contributors ix
Acknowledgments xiii

1 Introduction and Overview 1
NIKOLAOS KAZANTZIS

Part I THEORETICAL AND EMPIRICAL FOUNDATIONS

2 Theoretical Foundations 9
NIKOLAOS KAZANTZIS AND LUCIANO L'ABATE

3 Empirical Foundations 35
NIKOLAOS KAZANTZIS, FRANK P. DEANE,
KEVIN R. RONAN, AND GEORGIOS K. LAMPROPOULOS

4 Assessment of Homework Completion 61
NIKOLAOS KAZANTZIS, FRANK P. DEANE, and
KEVIN R. RONAN

Part II SPECIFIC POPULATIONS

5 Children 75
JENNIFER L. HUDSON and PHILIP C. KENDALL
vi • Contents

6 Adolescents 95
ROBERT D. FRIEDBERG and JESSICA M. MCCLURE

7 Older Adults 117
DAVID W. COON, YARON G. RABINOWITZ, LARRY W. THOMPSON, and DOLORES GALLAGHER-THOMPSON

8 Couples 153
FRANK M. DATTILIO

9 Families 171
FRANK M. DATTILIO, LUCIANO L’ABATE, and FRANK P. DEANE

Part III SPECIFIC PROBLEMS

10 Panic, Agoraphobia, and Generalized Anxiety 193
ROBERT L. LEAHY

11 Obsessions and Compulsions 219
MARTIN E. FRANKLIN, JONATHAN D. HUPPERT, and DEBORAH ROTH LEDLEY

12 Depression 237
ANNE GARLAND and JAN SCOTT

13 Substance Abuse 263
LISA M. NAAVITS

14 Delusions and Hallucinations 283
HAMISH J. MCLEOD and HAZEL E. NELSON

15 Sexual Problems 307
NANCY A. PACHANA and KATE SOFRONOFF

16 Borderline Traits 329
ARTHUR FREEMAN and GINA M. FUSCO

Part IV MODEL FOR PRACTICE AND CONCLUSIONS

17 A Guiding Model for Practice 357
NIKOLAOS KAZANTZIS, JAMIE MACEWAN, and FRANK M. DATTILIO

18 Summary and Conclusion 405
NIKOLAOS KAZANTZIS, FRANK P. DEANE, KEVIN R. RONAN, and LUCIANO L’ABATE

Appendix – Clinician Resources 417
Index 425
About the Editors

Nikolaos Kazantzis, Ph.D., is Associate Professor (Senior Lecturer equivalent) at the School of Psychology, Massey University, New Zealand. He has published widely on the topic of homework assignments in psychotherapy, including serving as a Guest Editor for special issues on this topic in the *Journal of Clinical Psychology* (2002) and the *Journal of Psychotherapy Integration* (2005). He has coauthored more than 40 articles and book Chapters and has participated in national and international conferences related to his research interests. He is also a recipient of the Royal Society of New Zealand Science and Technology Award for Beginning Scientists, and Australian Association for Cognitive Behaviour Therapy (AACBT) Tracy Goodall Early Career Award. Dr. Kazantzis is a licensed (registered) clinical psychologist and maintains a part-time practice in Auckland, New Zealand.

Frank P. Deane, Ph.D., is Professor at the Department of Psychology, and Director of the Illawarra Institute for Mental Health, University of Wollongong, Australia. He completed clinical training at Massey University, New Zealand, and spent his internship year at Lake Alice Hospital. He has worked as a clinical psychologist in corrections and community mental health centers in North Carolina for six years before returning to New Zealand to complete his Ph.D. He is currently co–chief investigator on an National Health and Medical Research Council (NHMRC)-funded project
assessing the effects of a recovery-oriented model of care for people with chronic and recurring mental illness.

Kevin R. Ronan, Ph.D., is a Professor of Psychology (Clinical) and planned Director of a new clinical psychology training program at the School of Psychology and Sociology at Central Queensland University, Australia. In addition to an ongoing interest in homework in therapy, he has published widely in areas of clinical psychology such as disaster psychology (including a book in press with Springer on increasing community resilience), treatment outcome with youth and families (e.g., anxiety, conduct disorder), schizophrenia, and other areas. He maintains an active clinical practice and advocates—both in his practice and a Director of Clinical Training—for the clinician as "local scientist" (e.g., engaging in pragmatic evaluation of practice, use of the evidence in day-to-day practice, and increasing accountability for producing outcomes).

Luciano L'Abate, Ph.D., is Professor Emeritus of Psychology, Georgia State University, Atlanta, Georgia, USA where he was Director of the Family Psychology Training Program and the Family Study Center. He completed his Ph.D. at Duke University, with post-doctoral specialization at Michael Reese Hospital in Chicago. He worked in the Psychiatry Departments of the Schools of Medicine of Washington University (St. Louis) and Emory University (Atlanta) before moving to Georgia State University, where he spent his entire academic career. He was in part-time private and consulting and clinical practice for 42 years. He published (authored, coauthored, edited, and coedited) 35 books, 3 of which are in press, as well as over 250 papers in scientific and professional journals.
Contributors

David W. Coon, Ph.D., is a licensed psychologist and Associate Professor at the Department of Social and Behavioral Sciences at Arizona State University. He was previously Research Scientist and Project Director at the Institute on Aging Research Center and Associate Director of the Older Adult and Family Center, Stanford University School of Medicine, and the VA Palo Alto Health Care System.

Frank M. Dattilio, Ph.D., ABPP, maintains a dual faculty appointment in the Department of Psychiatry at Harvard Medical School and the University of Pennsylvania School of Medicine. Dr. Dattilio is the Clinical Director of the Center for Integrative Psychotherapy in Allentown, Pennsylvania, and is a licensed psychologist in the states of Pennsylvania, New Jersey, New York, and Delaware. He is board certified in both behavioral psychology and clinical psychology through the American Board of Professional Psychology (ABPP).

Martin E. Franklin, Ph.D., is an Assistant Professor of Clinical Psychology in Psychiatry and Clinical Director of the Center for the Treatment and Study of Anxiety at the University of Pennsylvania School of Medicine.

Arthur Freeman, Ed.D., ABPP, is a Professor of Psychology at the University of St. Francis in Fort Wayne Indiana. Prior to his move to Indiana, he
Contributors

was Professor and Chair of the Department of Psychology at the Philadelphia College of Osteopathic Medicine (PCOM). He is board certified in clinical psychology and behavioral psychology by the American Board of Professional Psychology.

Robert D. Friedberg, Ph.D., is an Associate Professor in the Department of Psychiatry in the Penn State Milton Hershey Medical Center, Penn State College of Medicine.

Gina M. Fusco, M.A., is Clinical Director for Alternative Behavioral Services and Adjunct Professor of Psychology at Philadelphia College of Osteopathic Medicine.

Dolores Gallagher-Thompson, Ph.D., ABPP, is Professor of Research in the Department of Psychiatry and Behavioral Sciences at Stanford University School of Medicine and is the Director of the Older Adult and Family Center, Stanford University School of Medicine and the VA Palo Alto Health Care System.

Anne Garland is a Nurse Consultant in Psychological Therapies at the Nottingham Psychotherapy Unit, Nottingham, England. She was Assistant Course Director of the Newcastle Cognitive Therapy Course and was also cofounder of the Salford Cognitive Therapy Course. She is coauthor of the 2003 book *Cognitive Therapy for Chronic and Persistent Depression*, published by John Wiley and Sons, and is currently President-Elect of the British Association of Behavioral and Cognitive Psychotherapies (BABCP).

Jennifer L. Hudson, Ph.D., received her Ph.D. in clinical psychology from Macquarie University and completed a 2-year postdoctoral fellowship at the Child and Adolescent Anxiety Disorders Clinic, Temple University, Philadelphia. Dr. Hudson is currently a Millennium Research Fellow in the Department of Psychology, Macquarie University, Sydney, Australia.

Jonathan D. Huppert, Ph.D., is an Assistant Professor of Clinical Psychology in Psychiatry at the University of Pennsylvania.

Philip C. Kendall, Ph.D., ABPP, is Laura H. Carnell Professor of Psychology and Director of the Child and Adolescent Anxiety Disorders Clinic at Temple University. Dr. Kendall is currently the Editor of *Clinical Psychology: Science and Practice*.
Georgios K. Lampropoulos is a doctoral student in counseling psychology at Ball State University, Muncie, Indiana, and an intern at the Centre for Addiction and Mental Health, Mood and Anxiety Program, Toronto, Canada.

Robert L. Leahy, Ph.D., is Founder and Director of the American Institute for Cognitive Therapy, New York City. Currently, Dr. Leahy is Professor of Psychology in Psychiatry at Cornell University Medical School, Associate Editor of the Journal of Cognitive Psychotherapy, and serves on the executive committee of the International Association of Cognitive Psychotherapy as well as on the Executive Board of the Academy of Cognitive Therapy. Dr. Leahy is a Founding Fellow of the Academy of Cognitive Therapy.

Jamie Mac Ewan was a masters student in psychology at Massey University, Auckland, New Zealand. He is currently a therapist at Addictions Resource Center, Taupo, New Zealand.

Jessica M. McClure, Psy.D., is a faculty member at the Children’s Hospital of Cincinnati-Mason.

Hamish J. McLeod, Ph.D., is a Lecturer at the Department of Psychology, University of Wollongong, and an affiliated researcher with the Illawarra Institute for Mental Health, Wollongong, Australia.

Lisa M. Najavits, Ph.D., is Associate Professor in Psychiatry, Harvard Medical School, Boston, and Director of the Trauma Research Program in the Alcohol and Drug Abuse Treatment Center of McLean Hospital, Belmont, Massachusetts.

Hazel E. Nelson is a Consultant Clinical Psychologist in private practice in London.

Nancy A. Pachana, Ph.D., is a Senior Lecturer and Deputy Head of School at the School of Psychology at the University of Queensland, Australia. She currently serves as Editor of the journal Clinical Psychologist, the official journal of the Australian Psychological Society College of Clinical Psychologists.

Yaron G. Rabinowitz, M.A., M.S., is a doctoral candidate at Pacific Graduate School of Psychology, Palo Alto, California.
Contributors

Deborah A. Roth-Ledley, Ph.D., is a Professor of Clinical Psychology in Psychiatry at the University of Pennsylvania and Director of the Center for the Treatment and Study of Anxiety.

Jan Scott, M.D., is Professor of Psychological Treatments Research, Department of Psychological Medicine, Institute of Psychiatry, London. Dr. Scott is an internationally renowned researcher, practitioner, and trainer in cognitive therapy for chronic and severe affective disorders and Distinguished Founding Fellow of the Academy for Cognitive Therapy.

Kate Sofronoff, Ph.D., is a Lecturer at the School of Psychology at the University of Queensland, Australia.

Larry W. Thompson, Ph.D., is Professor Emeritus, Stanford University School of Medicine, and currently is the Goldman Family Professor of Psychology at Pacific Graduate School of Psychology, Palo Alto, California.
Acknowledgments

It has been a wonderful learning experience to produce this book. When we first considered the idea of working on a book on the use of homework assignments in cognitive behavioral therapy, we had no idea that so many experienced and knowledgeable individuals would participate. Our contributors are skilled practitioners and researchers. Needless to say, the book would not exist without their work, and we are fortunate to present their teaching on using homework assignments as represented in this book.

Just as important as our contributors are our clients, who engaged in the homework assignments and contributed to our understanding of this core process in cognitive behavioral therapy. Our interests in this topic would not have existed without their courage, strength, ingenuity, and perseverance.

We wish to extend our thanks to our research collaborators on our Cognitive Behavior Therapy Homework Project for their interest, encouragement, and inspiration. We are privileged to have the opportunity to work with individuals who have already contributed extensively to the empirical and practice literature in cognitive behavioral therapy. We thank (in alphabetical order) Frank M. Dattilio, Keith S. Dobson, Ian M. Evans, Lydia Fehm, Malcolm Johnson, Georgios K. Lampropoulos, Paul L. Merrick, Robert A. Neimeyer, Frederick L. Newman, Nancy A. Pachana, Michael J. Scheel, Jan Scott, and Michael A. Tompkins. We also express our
appreciation to the students in our research laboratory—their intelligence, enthusiasm, and hard work are the driving force to our efforts.

We thank Linda Kemp and Kathryn Lee at the School of Psychology at Massey University for secretarial support for this book. We also thank Margo Munro for producing the subject index and Yolanda Duncan for editorial feedback on page proofs. We are also grateful for the editorial and production staff at Routledge, in particular, George Zimmar, Publishing Director, Dana Bliss, Associate Editor, and Glenon Butler, Project Editor, for guiding the project through to completion.

Finally, we thank our partners, spouses, families, and friends for their support and encouragement while we were working on this project.
Psychotherapy

"Homework assignments constitute a crucial component of cognitive behavior therapy, the most validated form of psychotherapy. I highly recommend this volume to all cognitive therapists."
—Aaron T. Beck, M.D., Professor of Psychiatry, University of Pennsylvania

"This book draws together an impressive array of distinguished researchers and therapists to provide evidence, conceptual frameworks, and practical advice on the why, how, and when of homework in CBT."
—Adrian Wells, Ph.D., Professor in Clinical Psychology, University of Manchester

"Homework is perhaps one of the most important, but poorly understood aspects of psychotherapy today. This volume succeeds in providing a better understanding of homework, at both the academic and practical levels; CBT practitioners, ranging from the beginning novice to the seasoned expert, will find ideas of value here."
—Keith S. Dobson, Ph.D., Professor of Clinical Psychology, University of Calgary

Homework assignments are a core and effective component of cognitive behavior therapy, allowing patients to maintain and enhance the progress made during sessions. This volume first provides the reader with a concrete theoretical and empirical basis for the use of homework in CBT. Then, in a series of practice-oriented chapters, experienced practitioners from around the world present strategies, techniques, and sample assignments tailored for use with specific populations including children, older adults, couples, and families and problems such as depression, substance abuse, panic and anxiety, and sexual disorders. The volume concludes with a comprehensive theory-based model for the use of homework in clinical practice. From case examples and clinical strategies to assessment measures, sample homework assignments, and practice models, *Using Homework Assignments in Cognitive Behavior Therapy* provides the practitioner with all the tools needed to incorporate homework into therapy practice.

**Nikolaos Kazantzis, Ph.D.,** is Associate Professor (Senior Lecturer equivalent) at the School of Psychology at Massey University, New Zealand.

**Frank P. Deane, Ph.D.,** is Professor of Psychology at the Department of Psychology, and Director of the Illawarra Institute for Mental Health, University of Wollongong, Australia.

**Kevin R. Ronan, Ph.D.,** is Professor of Psychology (Clinical) and planned Director of a new clinical psychology training program at the School of Psychology and Sociology at Central Queensland University, Australia.

**Luciano L'Abate, Ph.D.,** is Professor Emeritus of Psychology, Georgia State University, where he was Director of the Family Psychology Training Program and the Family Study Center.

Cover design: Elisa Weinger.
Printed in the USA.