CBT Method Differences Between Adults and Children

By: Faith Dempsey
The Team

Faith Dempsey
Majoring in: Neuroscience/Psychology

Dr. Colin Adamo
PhD in Clinical Psychology

Dr. Torrey A. Creed
PhD in Clinical Psychology, Founded Penn Collab.

Patty Kuo
PhD in Counseling Psychology

Leah Salama
MSPH
TABLE OF CONTENTS

05 Findings  What are the conclusions?

06 My Role  What have I been up to this SUMMER?

07 Lessons Learned  Why do I now have a changed career path after this?
01 Project Overview
Penn Collaborative for CBT & Implantation Science

CBT is an effective form of therapy

The Penn Collab supports implementation of CBT in community mental health

We measure CBT fidelity with one measure & Train Mental Health Providers in CBT.

We do this for different populations (child/adolescent vs. adults)

We want to know how CBT learners who treat CA differ from those who treat A
Significance
Previous work on CBT competency for CA providers vs A providers (Affrunti, 2019)

“the current data suggest that CBT competence with children requires broader skills, consistent with Stallard’s (2005) theory. That is, the general therapeutic skills domain is important, but separate from CBT skills, for CBT competence with adults; whereas, CBT competence with children does not differentiate between the two. Further research is required to confirm this hypothesis.”

Understand how CBT learners who work with children develop is important
OUR GOALS

Goal 1 (AFFECT)
- Assess the correlation between CBT-Specific Skills at baseline and CBT Competence at Follow Up

Goal 2 (My question)
- Asses the discrepancy amongst using the same model with children and adults
04
Methods
Methods

The Two Measures
- CBT Specific Skills
- General Therapeutic Skills

Describe CTRS Coding System
- The Cognitive Therapy Rating Scale (Agenda, Feedback, HW)

Describe Analyses
- Using R to code, observe, and analyze
# Cognitive Therapy Rating Scale

<table>
<thead>
<tr>
<th>Cognitive Therapy Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapist:</td>
</tr>
<tr>
<td>Patient:</td>
</tr>
<tr>
<td>Date of Session:</td>
</tr>
<tr>
<td>Tape ID:</td>
</tr>
<tr>
<td>Rater:</td>
</tr>
<tr>
<td>Date of rating:</td>
</tr>
<tr>
<td>Session #:</td>
</tr>
<tr>
<td>Format: AUDIO</td>
</tr>
</tbody>
</table>

Directions: For each item, assess the therapist on a scale from 0 to 6, and record the rating on the line next to the item number. Descriptions are provided for even-numbered scale points. (If you believe the therapist falls between two of the descriptors, select the intervening odd number (1, 3, 2). For example, if the therapist set a very good agenda but did not establish priorities, assign a rating of a 5 rather than a 4 or 6.)

If the descriptions for a given item occasionally do not seem to apply to the session you are rating, feel free to disregard them and use the more general scale below:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs improvement</td>
<td>Needs improvement</td>
<td>Needs improvement</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Please do not leave any item blank. For all items, focus on the skill of the therapist, taking into account how difficult the patient seems to be.

**Part 1. GENERAL THERAPEUTIC SKILLS**

<table>
<thead>
<tr>
<th>1. AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

**Comments**

Brief mood check:

Bridge from last session:
04
Findings
Findings

Table 1

Descriptive Statistics of Therapeutic Skills at Baseline and 6-Month Follow Up

<table>
<thead>
<tr>
<th></th>
<th>Baseline Evaluation</th>
<th>6-Month Follow Up Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CBT Skills</td>
<td>General Skills</td>
</tr>
<tr>
<td>Child Clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.42 (2.86)</td>
<td>10.14 (5.31)</td>
<td>15.76 (2.51)</td>
</tr>
<tr>
<td>Adult Clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.96 (2.39)</td>
<td>8.59 (4.44)</td>
<td>15.44 (2.43)</td>
</tr>
</tbody>
</table>

Note. N = 427

Earned CBT Competency ~ CBT Skills * General Skills * Child Clients

Table 2

Logistic Regression Results: Predictors of Achieving CBT Competence at 6-Month Follow Up

<table>
<thead>
<tr>
<th>Effect</th>
<th>Estimate</th>
<th>SE</th>
<th>95% CI</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>LL</td>
<td>UL</td>
</tr>
<tr>
<td>Fixed effects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercept</td>
<td>16.78</td>
<td>5.54</td>
<td>6.56</td>
<td>28.75</td>
</tr>
<tr>
<td>Child &amp; Adolescent Clients*</td>
<td>-22.90</td>
<td>12.25</td>
<td>-46.26</td>
<td>1.55</td>
</tr>
<tr>
<td>CBT Skills at 6mo</td>
<td>-1.04</td>
<td>0.32</td>
<td>-1.73</td>
<td>-0.45</td>
</tr>
<tr>
<td>General Skills at 6mo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-1.62</td>
<td>0.45</td>
<td>-2.61</td>
<td>-0.80</td>
</tr>
<tr>
<td>CBT Skills x C&amp;A Clients</td>
<td>1.15</td>
<td>0.64</td>
<td>-0.15</td>
<td>2.36</td>
</tr>
<tr>
<td>General Skills x C&amp;A Clients</td>
<td>1.94</td>
<td>0.94</td>
<td>0.07</td>
<td>3.72</td>
</tr>
</tbody>
</table>

Note. N = 427. CI = confidence interval; LL = lower limit; UL = upper limit.

\*0 = Not child clients, 1 = Child Clients.
Next Steps
Next Steps

01. Continuing Sessions
   - Working on some more analyses during the school year

02. Converting to AI Platform
   - Switching to BCI to AFFECT

03. Behavioral Conference
   - Presenting a poster this upcoming year

04. EBPCAMH
   - Being a co-author: Evidence Based Practice in Child & Adolescent Mental Health
My Role
My Role

01
Background Reading

02
Literature Review

03
R Proficiency

04
Study Recruitment
Lessons Learned
What I Learned

- Literature Review
  - How to use Mendeley
  - Data Coding Analysis Program
- R Studio
  - Team
    - Patience
      - Onboarding
    - Being a part of team, that’s actually inclusive
- Adaptability
  - Going to Ghana
  - Technology
    - Working with AI from AFFECT and GEAR UP Programming
LIST OF REFERENCES

- AUTHOR (YEAR). *Title of the publication*. Publisher
  - Mercury is the closest planet to the Sun and the smallest one

- AUTHOR (YEAR). *Title of the publication*. Publisher
  - Mars is full of iron oxide dust, which gives the planet its reddish cast

- AUTHOR (YEAR). *Title of the publication*. Publisher
  - Jupiter is a gas giant and the biggest planet in the Solar System

- AUTHOR (YEAR). *Title of the publication*. Publisher
  - Venus has a beautiful name and is the second planet from the Sun

- AUTHOR (YEAR). *Title of the publication*. Publisher
  - The Sun is the star at the center of the Solar System
THANKS!

Do you have any questions? 
fdempsey@sas.upenn.edu
PREMIUM ICON PACK
INFOGRAPHIC

01
Venus
Venus is the second planet from the Sun

02
Mars
Mars is actually a very cold place

03
Mercury
It’s the closest planet to the Sun

04
Neptune
It’s the farthest planet from the Sun
Here’s an assortment of alternative resources whose style fits the one of this template:

- Flat design mental health Instagram post
PREMIUM ALTERNATIVE RESOURCES

Here’s an assortment of alternative resources whose style fits the one of this template:

**Vectors**
- Cartoon style mental health Instagram post