



Advances in Cognitive Behavioral Therapy Newsletter

Publication of: The Academy of Cognitive & Behavioral
Therapies (A-CBT) & The International Association of
Cognitive Behavioral Therapy (IACBT)

*The International Association of Cognitive Behavioral Therapy is a proud member of
The World Confederation of Cognitive and Behaviour Therapies*



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A-CBT'S PRESIDENT'S COLUMN

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Jamie L Schumpf, Psy.D.
Clinical Associate Professor of Psychology
Director of Clinical Training
Ferkau Graduate School of Psychology

Dear Colleagues,
As we near the end of another year, I'd like to highlight some of our shared accomplishments.

Our membership remains strong, with 1,065 diplomates representing 54 countries, 13 disciplines, 7 languages, and 71 active Trainer-Consultants. I encourage all diplomates to consider applying for to be a Fellow, a distinction that recognizes significant experience, meaningful contributions, and dedication to both the Academy and the broader field of psychology. We are also pleased to announce the launch of our Student Affiliate membership for graduate students. Please encourage your students to apply!

In partnership with NACBT, we created a new certification in CBT for psychosis. We also continue to expand both our local and global impact: we are actively providing training in Saudi Arabia, Mexico, and China, and look forward to collaborating with the City of Philadelphia.

This year also marked the launch of our Continuing Education program, offering monthly live sessions led by our expert diplomates, as well as a monthly peer supervision group. I hope to see many of you online for these events.

Additionally, we also launched our A-CBT Blog and Author Spotlight Series featuring a monthly blog written by a diplomate or fellow with a video interview component. We have also strengthened our social media presence—follow us on Instagram!

A final reminder: please join us at our Annual Reception, held this Thursday, 5:00–6:30 p.m., at the Hyatt Regency New Orleans in Empire Room C. We are delighted to present our Student Award to Joy Shen, currently a predoctoral intern at the VA in Nashville. Their research focuses on adapting a CBT-guided, exposure-based manual aimed at preventing anxiety and depression in high school-aged youth.

[Click here for information about our diplomates' recent accomplishments and how to see their work at the conference:](#)



We are also honored to recognize Dr. Lata McGinn with our Lifetime Achievement Award. Dr. McGinn's leadership has been extraordinary. She is a past president of both the Academy of CBT and the International Association of Cognitive Behavioral Therapy and has played a pivotal role within the Association for Behavioral and Cognitive Therapies (ABCT). She currently serves as President of the World Confederation of Cognitive and Behavioral Therapies (WCCBT), underscoring her far-reaching global influence.

I hope to see you at the reception as we celebrate the Academy, our student award winner Joy Shen, and Dr. Lata McGinn.

Best,
Jamie Schumpf
President-Academy of CBT



THE ACADEMY OF COGNITIVE
AND BEHAVIORAL THERAPIES

*Annual Reception
& Awards
Ceremony*

YOU ARE CORDIALLY INVITED TO
THE ACADEMY OF COGNITIVE AND BEHAVIORAL THERAPIES
ANNUAL RECEPTION IN CONJUNCTION WITH THE 2025
ABCT CONVENTION

THURSDAY, NOVEMBER 20TH
5-6:30 IN THE EVENING
NEW ORLEANS HYATT REGENCY HOTEL
EMPIRE ROOM C

ANNOUNCEMENT: NEW A-CBT BLOG AND AUTHOR SPOTLIGHT SERIES!

We're thrilled to introduce a new Academy initiative that shines a light on the depth of talent within our community - the A-CBT Blog and Author Spotlight Series.

Each month, we'll feature a blog article written by one of our diplomates or founding fellows, exploring key aspects and applications of high-quality CBT, followed by an Author Spotlight video interview hosted by Dr. Katy Manetta, our new blog editor.

This month's feature comes from Dr. Janeé Steele, whose powerful article and interview explore the importance of adapting CBT to better meet the needs of diverse communities. During the interview, Dr. Steele and Dr. Manetta were joined by Dr. Christine Padesky, who helped launch this project and shared her reflections on Janeé's work and the broader direction of CBT practice.

Read the Article Here:

<https://www.academyofcbt.org/cbt-meeting-the-needs-of-a-changing-world>

Watch the Video Here:

<https://youtu.be/dOTBZLDf064?si=zMnGsmSIQN9bdS> -

Excerpt:

"The future of CBT depends on this balance, offering clients tools to reduce distress while also affirming their humanity, honoring their experiences, and supporting their steps toward liberation."



If you're a member of the Academy and interested in contributing a future article and being featured in an upcoming Author Spotlight, please contact Dr. Katy Manetta at katymanetta@gmail.com



INTRODUCTION TO COGNITIVE BEHAVIORAL THERAPY (CBT)

This course provides psychotherapy professionals with an in-depth introduction to the foundational elements of CBT. Immediately utilize cognitive and behavioral tools to reduce suffering and improve functioning in adults, adolescents, children, couples, and families.

APA CE Approved Credits: 6

The Academy of Cognitive and Behavioral Therapies is approved by the American Psychological Association to sponsor continuing education for psychologists. The Academy maintains responsibility for this program and its content.

ABOUT A-CBT

Founded by a group of leading clinicians, educators, and researchers, The Academy of Cognitive & Behavioral Therapies supports continuing education and research. A-CBT actively works towards the identification and certification of clinicians skilled in cognitive therapy.

CORE CONCEPTS

- CBT Guided by a Case Conceptualization
- Therapy Relationship Process and Structure in CBT
- Behavioral Interventions
- Cognitive Restructuring

OUR INSTRUCTORS

This course is taught by leading voices in the field of Cognitive Behavioral Therapy using industry-standard best practices.



STEFAN G. HOFMANN
Ph.D.



JACQUELINE B. PERSONS
Ph.D.



Stephen J. F. Holland
Psy.D.



LATA K. MCGINN
Ph.D.



STEVEN D. HOLLON
Ph.D.

LEARN HOW TO

- ✓ Explain how the model of case conceptualization-guided CBT helps the therapist.
- ✓ Identify the elements of a conceptualization based on Beck's cognitive model.
- ✓ Describe the elements and structure of a CBT session and identify relationship factors that research suggests contribute to good outcomes.
- ✓ Identify what behavioral interventions are and how to describe rationale for their use to make change.
- ✓ Describe coherence between thoughts, feelings, physiology, and behavior in any given situation.



Scan here to enroll today!

THE A-CBT MONTHLY PEER-CONSULTATION: WHY YOU MIGHT WANT TO JOIN IN.

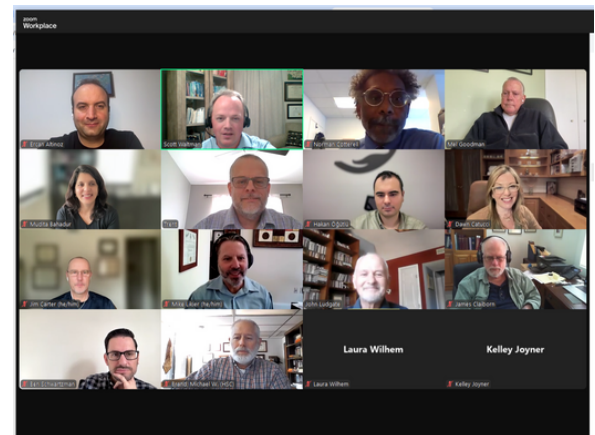
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John Ludgate
Cork CBT Centre, Ireland

I have been a member of ACBT since its inception when it was called the Academy of Cognitive Therapy. It was a smart move, as it has proven to be such a valuable resource over the years I would be preaching to the choir to list the many benefits, since you readers are, of course, members. But one feature stood out, particularly, for me over the years and that was the list serv which I found particularly helpful, especially when I worked alone and was geographically isolated from CBT colleagues. There was so much nourishment to be gained from the many daily posts which detailed CBT resources in response to questions, had discussions about strategies which might help with challenging cases, set up referrals and so much more. As people got busier, however, the list serv stuttered bit, although it is still an Academy activity and benefit, I'd encourage people to check out, if you aren't already familiar with it. But earlier this year, as I yearned for more of what the list serv provided, someone must have read my mind (I know that's a cognitive distortion!) and in February this year along came the monthly consultations zoom meetings scheduled for the first Friday of every month at 12 EST and of one hour duration, chaired usually by the redoubtable Scott Waltman or a very capable stand-in. I have only missed a few since it started and I have been richly rewarded and plan to keep it up, even with the five hour difference from Ireland (which will have it at happy hour on a Friday!). It is an open agenda which can include anything participants want to bring up such as a case, a topic, an intervention or research in a particular area. There have been some wonderfully enriching discussions with a rotating group which includes CBT practitioners and researchers from different parts of the world. It's the kind of meeting, that after it ends, one feels inspired at how rich CBT is and how much it is constantly evolving. Further, it is a chance to 'see' old friends/colleagues, people who are known to you through their work but not personally and new and interesting members of our CBT community. I am puzzled why more people don't join, at least when they can. So, this is my attempt to drum up more interest. It is energizing, stimulating, inspiring and gives one new insights. Anyone who hasn't yet tuned in, I'd urge you to it a try. You won't be disappointed I predict, if you commit to this behavioral experiment!

Watch for alerts with the link from Kelley Joyner on your email which usually land at the end of the previous month or beginning of the month it takes place (1st Friday of every month at 12 EST).

Reach out to kjoyner@academyofcbt.org if you need help finding the invitation link



CONGRATULATIONS TO DR FRANK DATTILIO 2025 PSOM CLINICAL FACULTY AWARD IN PSYCHIATRY!

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Frank M. Dattilio is the recipient of the 2025 Clinical Faculty Award in Psychiatry from the University of Pennsylvania Perelman School of Medicine, where he is a full clinical professor of psychiatry (in psychology). He is also a teaching associate at Harvard Medical School in Boston, Massachusetts. The award is given each year to a faculty member for outstanding teaching and mentoring of residents and fellows in psychiatry. Dr. Dattilio is internationally known in the field of cognitive-behavior therapy and forensic psychology. He has published 325 peer-reviewed journal articles and 15 books, which have been translated in 30 languages and are used in 80 countries throughout the world.

Dr. Dattilio has also received numerous other state and national awards in the field of psychology and psychotherapy, including the 2002 Distinguished Psychologist Award from the American Psychological Association, which is given in recognition of his outstanding contribution to the field.

Frank M. Dattilio: 2025 PSOM Clinical Faculty Award in Psychiatry

SEPTEMBER 23, 2025 | VOL 72 ISSUE 7 | HONORS | PRINT



Frank Dattilio

Frank M. Dattilio is the recipient of the 2025 Clinical Faculty Award in Psychiatry from the University of Pennsylvania Perelman School of Medicine, where he is a full clinical professor of psychiatry (in psychology). He is also a teaching associate at Harvard Medical School in Boston, Massachusetts. The award is given each year to a faculty member for outstanding teaching and mentoring of residents and fellows in psychiatry. Dr. Dattilio is internationally known in the field of cognitive-behavior therapy and forensic psychology. He has published 325 peer-reviewed journal articles and 15 books, which have been translated in 30 languages and are used in 80 countries throughout the world.

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Almanac is the official weekly journal of record, opinion and news
for the University of Pennsylvania community.

FROM PERSONAL PURSUIT TO COLLECTIVE MOVEMENT

Paul Kawkabany, MA, BICBT-CC, Dip.ACBT

My journey with Cognitive Behavioral Therapy (CBT) started as a personal mission that turned into a team effort, now bringing together therapists, students, and mental health advocates across the Arab region. What began as a small study group has grown into a lively movement, fueled by shared curiosity, cultural relevance, and a passion for mental health education in Arabic.

I noticed a big gap in the Arab world. While CBT was becoming popular globally, it wasn't really integrated into Arab cultures and was pretty hard to access. Arabic-speaking learners mostly had to rely on translated materials, and there were hardly any dedicated places to practice and discuss CBT in Arabic. This was a huge missing piece, not just academically, but emotionally, culturally, and linguistically.

This unmet need ultimately became a call to action.

In 2020, in the middle of the global pandemic, I kicked off the first CBT Study Group in Arabic. The idea was simple: create a space where people could explore CBT together through discussions, hands-on practice, and building a community. Six participants joined that first group. We met weekly, studied consistently, practiced openly, and learned as a team. From this humble beginning, something amazing happened: the format worked really well, not just for learning CBT but also for building connections. Over the next four years, those early sessions expanded to include:

- 21 cohorts of Level 1 Study Group
- 5 cohorts of Level 2 Study Group
- A Level 3 advanced cohort

Over 150 participants from Lebanon, across the Middle East, the Gulf, and the diaspora

The real impact of these study groups isn't about how many people joined, but about their spirit. These groups didn't just survive; they thrived during a time of huge social and economic turmoil in Lebanon, marked by financial collapse, political instability, war, and crisis. Yet, week after week, participants kept showing up. They weren't just learning; they were creating a supportive environment for themselves and each other. They were picking up essential skills to help their clients, their families, and their own emotional well-being.

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FROM PERSONAL PURSUIT TO COLLECTIVE MOVEMENT

Paul Kawkabany, MA, BICBT-CC, Dip.ACBT

Today, many former participants are actively working towards full CBT certifications, using CBT in clinics, or introducing this model into schools, NGOs, and community programs. Education has turned into action, and action has made a real difference.

This experience also led to one of the most rewarding projects of my career: writing an Arabic-language manual for learning CBT from an Arab perspective, titled "دليل تعلم العلاج المعرفي السلوكي" (A Guide to Learning Cognitive Behavioral Therapy). The book was directly inspired by real conversations, case examples, and questions that came up in our study groups. It took several years to complete, constantly refined by ongoing clinical experience and extra training in ACT, DBT, Schema Therapy, and trauma-focused care.

The goal wasn't just to teach CBT, but to capture its essence within our cultural context, using language, examples, and storytelling that truly reflect the Arab experience.

As I look ahead, I know this work is just getting started. I'm committed to expanding Arabic CBT education through books, study groups, workshops, and video content, and to empowering the next generation of Arab CBT practitioners to not only learn the model but actively shape its future.

CBT in the Arab world is no longer just a translation; it's an evolving identity.

Hand in hand, we are building a better world.

Paul Kawkabany, MA, BICBT-CC, Dip.ACBT

Licensed Clinical Psychologist and Psychotherapist

Beck Institute CBT Certified Clinician BICBT-CC

Diplomate of the Academy of Cognitive and Behavioral Therapies

CBT Therapist



FIFTY YEARS OF CBT IN PSYCHIATRY: FROM BIOFEEDBACK-BASED SYSTEMATIC DESENSITISATION TO A COMPLEX APPROACH TO CBT, AND OVER 10,000 PATIENTS TREATED

Tullio Scrimali, MD, PhD
University of Catania and ALETEIA International,
European School of Cognitive Therapy

I was born in Catania, Sicily, in 1952. My early years were shaped by the Mediterranean light, the scent of citrus groves, and the quiet dignity of a family rooted in tradition and curiosity—my father was a professor of chemistry. From a young age, I was drawn to the mysteries of the human mind—not only as a biological organ, but as a vessel of memory, suffering, and transformation. This fascination led me to study medicine and psychiatry, and eventually to a lifelong journey through the evolving landscapes of psychotherapy.

I was fortunate to encounter true giants of twentieth-century psychotherapy. In Rome, I worked alongside Vittorio Guidano and Gianni Liotti, whose contributions to post-rationalist and attachment-based models profoundly shaped my clinical thinking. Another towering Italian figure with whom I collaborated—again, until his passing—was Carlo Perris. I embraced and continue to develop his innovative and original cognitive therapy approach for patients with schizophrenia. Later, in the United States, I began a long and fruitful friendship with two leading figures in cognitive therapy: Michael Mahoney and Arthur Freeman. Our collaboration evolved into a deep intellectual and personal bond that lasted until their passing. Their teachings remain a living part of my practice, and I continue to draw inspiration from their legacy.

A defining moment in my professional, scientific, and personal journey was the organisation of the landmark international congress, Cognitive Therapy Toward a New Millennium, held in Catania in June 2000. The event brought together the most influential figures in global psychiatry and cognitive psychotherapy, transforming the city into a crossroads of ideas at the dawn of a new era. It was a singular occasion that marked the transition between centuries, characterised by intellectual vigour and a shared vision for the future of our field.



My academic and scientific career has unfolded across numerous countries on four continents, where I have taught a complex, neuroscience-based approach to cognitive therapy. Among these experiences, I hold a special regard for my work in Poland. In February 1999, together with Arthur Freeman and Thomas Dowd, I launched the first formal CBT training program in the country, hosted by the University of Warsaw. Our initial cohort included twenty psychiatrists and psychologists. Alongside Agnieszka Popiel and Ewa Pragłowska, I helped found the Polish Society for Behavioural and Cognitive Therapy, which today has over 7,000 members. Last year, we commemorated our 25th anniversary with a celebratory event that honoured the journey we began together.

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Tullio Scrimali, MD, PhD
University of Catania and ALETEIA International,
European School of Cognitive Therapy

My scientific imprint was shaped early at the Medical School of the University of Catania, where my enduring passion for neuroscience first took root. Before entering psychiatry as a student intern in 1975, I had already spent formative time in the university's experimental neurophysiology laboratory. Immersed in its rigorous protocols, anchored in meticulous observation and statistical analysis, I was captivated by the empirical discipline of brain science. This experience led me to distance myself from an early fascination with psychoanalysis, a doctrinal system steeped in European romanticism and narrative form, which by the 1970s had lost scientific credibility.

My scientific trajectory has unfolded through distinct historical phases. When I entered psychiatry, Italy still operated under the asylum system. I joined the Democratic Psychiatry movement led by Franco Basaglia, contributing to the 1978 reform that abolished psychiatric hospitals and established community-based care. My early passion for neuroscience led me to explore biofeedback, and I authored the first European scientific paper to integrate biofeedback into Wolpe's systematic desensitisation. This marked the beginning of a long evolution—from behavioural therapy to Beck's cognitive model, and eventually toward a complex vision that integrates neuroscience with attachment theory. Today, I am refining an original approach I call *Complex Therapy*.

Continued on next page



“As I reflect on this long journey, I remain convinced that psychiatry and psychotherapy must continue to evolve—anchored in scientific rigour, yet open to complexity, dignity, and human depth.”

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Tullio Scrimali, MD, PhD
University of Catania and ALETEIA International,
European School of Cognitive Therapy

Among the clinical domains I have explored, schizophrenia remains central. My seminal work, *Entropy of Mind and Negative Entropy: A Cognitive and Complex Approach to Schizophrenia and Its Therapy*, presented in New York in 2008, is now considered a reference text for cognitive psychotherapy of psychosis. Over the decades, I have also worked extensively with patients suffering from substance and behavioural addictions, as well as eating disorders, treating more than 10,000 individuals across these areas.

I continue my scientific, clinical, and teaching activities at the University of Catania, where I serve as an adjunct professor after retiring in 2019 upon reaching the mandatory age limit. I also direct the institutions I founded in Enna: the ALETEIA International European School of Cognitive Therapy and the ALETEIA Clinical Centre. My work remains active and global, with ongoing workshops and conferences.

As I reflect on this long journey, I remain convinced that psychiatry and psychotherapy must continue to evolve—anchored in scientific rigour, yet open to complexity, dignity, and human depth. Complexity, in this sense, is not a metaphor for emotion, but a framework grounded in contemporary science. I am currently in contact with Professor Giorgio Parisi, Nobel Laureate in Physics, regarding the development of my forthcoming volume, *Complex Therapy*, which seeks to bridge clinical wisdom with the mathematics of complex systems. Healing must be not only a clinical act—which, in my opinion, should be science-based and evidence-based—but also a profoundly human one.



Scrimali T., et al (2001). *Cognitive Therapy Towards a New Millennium*. New York: Kluwer.

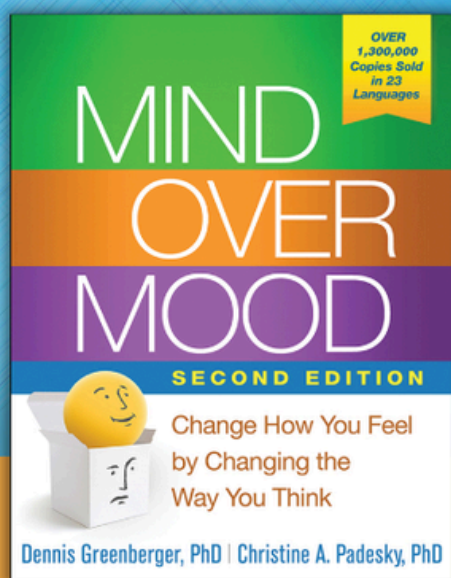
Scrimali. T. (2008). *Entropy of Mind and Negative Entropy. A cognitive and complex approach to schizophrenia and its therapy*. London: Karnac Books.

Scrimali, T. (2012). *Neuroscience-Based Cognitive Therapy. New methods for assessment, treatment and self-regulation*. Chichester: Wiley.

Celebrating 30 Years of *Mind Over Mood*

"We are very pleased and humbled by the widespread popularity of *Mind Over Mood*. At the time we wrote it, we intended to use empirical findings about what made therapy effective to write a book that therapists could use to improve their own therapy outcomes. One of the exciting features of CBT is that it teaches clients skills to help them become their own therapists."

—Dennis Greenberger, PhD
and Christine A. Padesky, PhD



Learn more:

www.guilford.com/p/greenberger

Mind Over Mood is celebrating 30 years since the initial publication!

Over 1.3 million copies in print - in English

Translated into 23 languages.

Often "prescribed" by therapists to help build fundamental cbt skills.

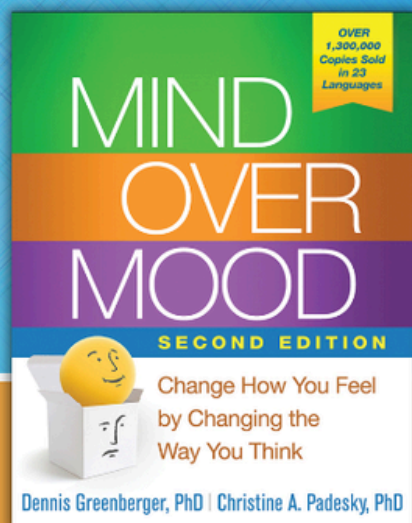
Also used as a self-help book and used as a textbook in graduate schools and psychiatric residency programs.

Guilford has graciously offered a discount to A-CBT members. The code [MIND15](#) is good for 15% off through 1/31/2026.

<https://www.guilford.com/books/Mind-Over-Mood/Greenberger-Padesky/9781462520428>



“Therapists can feel confident that the skills their clients learn by using *Mind Over Mood* are the skills that have been shown in decades of research to produce the best treatment outcomes for depression, anxiety, and other mood problems. Research demonstrates that clients not only get better but experience longer-lasting improvement (have lower relapse rates) when they learn the skills taught in *Mind Over Mood* and are able to apply these skills on their own, independently of a therapist.”



30 Years of *Mind Over Mood*

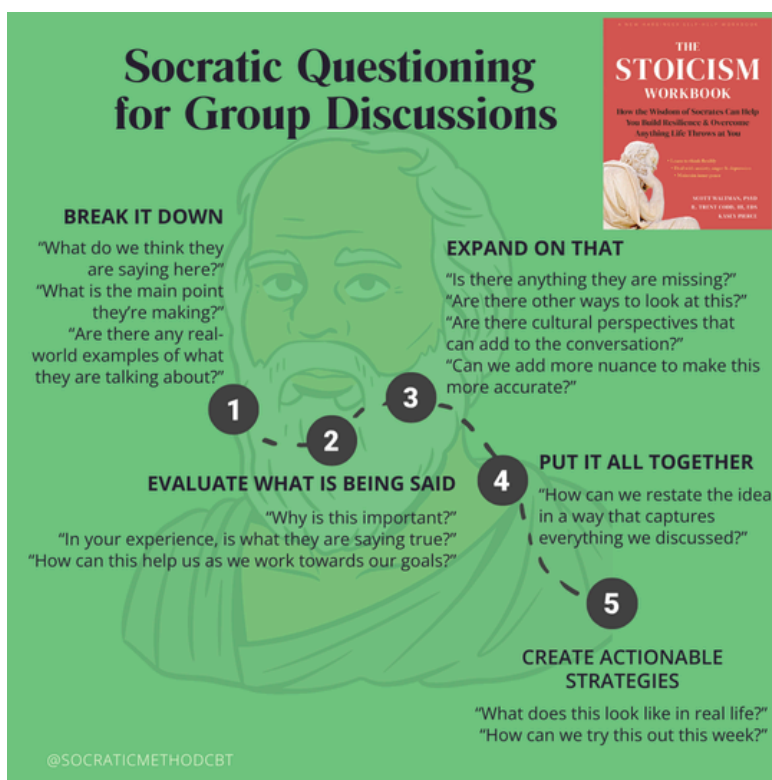
By Scott Waltman, PsyD

My first book focused on how to use the Socratic Method in psychotherapy. We expanded on those ideas with the self-help workbook: *The Stoicism Workbook*. The last two chapters of that book focus on a self-help version of the Socratic Method. As we see Socrates as the grandfather (or godfather) of Stoicism, we thought it made sense to include his methods in our book.

The goals of group therapy are different than individual therapy. In group therapy, a main goal is group cohesion, this being a measure of safety and interconnectedness of the group members. For these reasons, I generally shift my strategies depending on the work I'm doing. A common pitfall of people who try to use these methods in a group setting is to spend too much time spending on a single member of the group. Instead, the goal is to facilitate group process. If you find yourself teaching a class or leading a group, you might use it as an opportunity to collectively explore the content instead of lecturing. The use of Socratic strategies can be different in group settings, but the overall goal of trying to seek wisdom and overcome ignorance remains, while also trying to foster group curiosity and collaboration.

I regularly facilitate group therapy, and I often get the feedback that the way I run groups is more engaging than other facilitators who might end up being more didactic. Of course, receiving this feedback made me very curious. I started paying closer attention to my methods to see if I could create a framework for other providers or teachers. Here is what I came up with.

The Socratic Method is a process of breaking things down and putting them together in a new way. It's a process of thinking with people instead of thinking for them. In a group format, this means 1) breaking it down (discussing what the material is saying), 2) evaluating what's being said, 3) expanding on that by folding in other perspectives, 4) putting it all together for a more robust perspective, and 5) creating actionable strategies to apply in reality. The graphic provided offers some example questions we might ask to facilitate the group dialogue.



After creating this framework, I started sitting in on groups from other group facilitators and I started to notice something else. Beyond the method of Socrates, there is the spirit or attitude of Socrates. While some group facilitators seem solely focused on what they are teaching. There is a zest that comes from having an attitude of what am I going to learn today. I've always been curious to an insatiable degree. While the framework I present here helps create more engaging dialogues, I think it is the intangible that really makes it work. Curiosity is infectious. The best way to learn is to teach, and I strive to help the group learn something and teach it back to me. And the amazing thing is, I really do learn something every time. It is such a joy. It is nourishing in a way. I'll always love what I do. I'm so lucky to be able to do it.

(previously published here:

<https://substack.com/@socraticmethodcbt/p-159157824>)

Updates from the *International Journal of Cognitive Behavioral Therapy*
the official journal of the International Association of Cognitive & Behavioral Therapies

Sanabria-Mazo, J.P., Rodríguez-Freire, C., Gallego, A. et al. Acceptance and Commitment Therapy in Chronic Low Back Pain and Comorbid Depression: A Single-Case Study with Idiographic Network Analysis. *Int. J. Cogn. Behav. Ther.* (2025). <https://doi.org/10.1007/s41811-025-00268-x>

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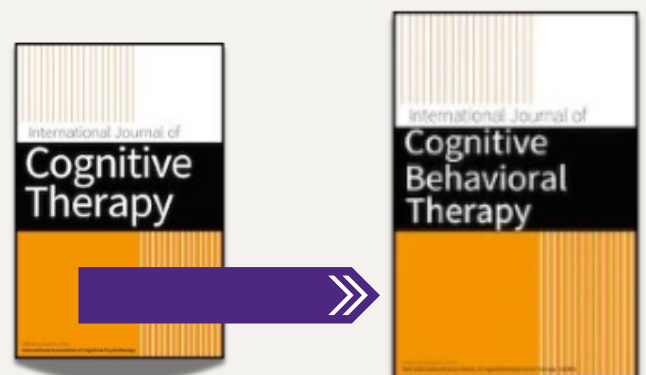
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LinkedIn: <https://www.linkedin.com/company/academy-of-cognitive-therapy/>

YouTube: <https://www.youtube.com/@AcademyofCBT>



IACBT

Instagram:

https://www.instagram.com/cognitive_psychotherapy/

Facebook:

<https://www.facebook.com/groups/85999960739>

Submissions to *Advances in Cognitive Behavioral Therapy* are reviewed on an ongoing basis. Topic areas may include clinical issues, cultural considerations, research updates, conference and training information, book reviews, and summaries of any CBT-related activities from around the world! Articles co-written by professors and students are particularly encouraged.

Submissions should be 350-900 words with no more than five references (using APA style and as an MS Word document).

In addition, please include a brief (50-100 word) author bio and high quality photo/headshot with your submission. Submissions and/or suggestions for how to improve the newsletter and/or topics that should be considered should be sent to: Scott Waltman, PsyD, ABPP Editor: walt2155@pacificu.edu



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