

Homework Assignments in Cognitive and Behavioral Therapy: A Meta-Analysis

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This meta-analysis (27 studies, $N = 1702$) examined (a) the effects of homework assignments on treatment outcome and (b) the relationship between homework compliance and therapy outcome. Results of the primary meta-analyses indicated a weighted mean effect size (r) of .36 for homework effects and .22 for homework compliance. A moderator analysis (chosen on a priori grounds) was also conducted by partitioning the sample of effect size estimations first according to the sample problem type, according to the type of homework activity administered, and according to the source and time of homework compliance assessment. We hope that the focus of future research will now be diverted from general questions of the benefit of including homework in therapy, to more specific questions regarding the relative effectiveness of different types of homework assignments for different client problems.

Key words: homework assignments, meta-analysis, outcome, cognitive-behavioral therapy. [*Clin Psychol Sci Prac* 7:189-202, 2000]

Therapeutic homework emerged as an integral component of therapy with the advent of Kelly's (1955) fixed role therapy. The regular use of homework in behavioral, cognitive, and rational-emotive therapy formulations further increased homework's role in therapy (e.g., Beck, Rush, Shaw, & Emery, 1979; Ellis, 1962; Kanfer & Phillips, 1966; Shelton & Ackerman, 1974). By the late 1970s,

a number of descriptive articles had attested to the efficacy of homework assignments designed to change client behavior in the absence of therapist supervision (e.g., Shelton & Levy, 1979). This growing acceptance was mirrored in empirical reports where, according to one survey, 68% of outcome studies from 1973 to 1980 reported the use of homework to promote treatment gains (Shelton & Levy, 1981a). Interest in the role of homework assignments in therapy has continued to be the focus of empirical investigations, as well as in contemporary formulations of therapy.

Homework assignments have been incorporated into manual-based treatments for a diverse range of clinical conditions including, but not limited to, relapse prevention for alcohol abuse and dependence (Amos & Davis, 1989; Dimoff & Marlatt, 1995), body image problems (Dworkin & Kerr, 1987), borderline personality disorder (Kush, 1995; Linchun, 1993), childhood problems (Roman & Deane, 1998), delusions and hallucinations (Chadwick, Birchwood, & Trower, 1996; Gläster, 1985), dental anxiety (Ning & Liddell, 1991), generalized anxiety disorder (Barlow, Eser, & Vitali, 1998), loneliness (Adams, Openshaw, Bennison, Mills, & Noble, 1988), obsessive-compulsive disorder (de Araujo, Ito, Marks, & Deale, 1995), panic disorder (Barlow et al., 1998; Clark et al., 1994), posttraumatic stress disorder (Vaughan & Tarrrier, 1992), social phobia (Marks, 1995), social skills training for adults (Bellack, Hersen, & Himmelhoch, 1996; Graves, Openshaw & Adams, 1992; Pettibon, Van Hasselt, & Hersen, 1996), therapy for rape victims (Ruscick & Schnicke, 1993), therapy for specific phobias (Wanderer & Ingram, 1991), Tourette syndrome (Carr & Bailey, 1996), and vaginal penetration phobia (Vosk & Thyer, 1995). Given that treatment manual-based therapy formulations are evolving into one of the primary mecha-

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Using Homework Assignments In Cognitive Behavioral Therapy

Ian Pickup



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