

SYLLABUS

Course Information:

PSYC 5384-001: COGNITIVE BEHAVIOR THERAPY & APPLICATIONS

Fall 2019

M: 5-7:45p

HPR 262

Instructor Information:

Sarah M. Sass, Ph.D.

Office: HPR 213

Office hours: Monday & Wednesday 1-2p, Tuesdays, 10-11 (virtual) or by appointment

Office phone: (903) 566-7239

Email: (best way to reach me) ssass@uttyler.edu

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description: An in-depth exploration of the theoretical assumptions underlying cognitive-behavioral therapy and its application to a wide variety of problems, issues, and psychopathologies. This course includes a role-play component.

Student Learning Outcomes and Assessments:

Upon successful completion of this course, a student will be able to:

1. Articulate theories and theoretical assumptions associated with cognitive-behavioral therapy (CBT).
2. Apply a CBT model to conceptualize sample therapy cases, form hypotheses for treatment based on available initial data, and understand and describe CBT adaptations to a variety of psychological problems.
3. Develop initial skills in applying CBT strategies.

Each learning outcome will be assessed with a variety of methods including in-class and between-class role play, homework assignments, class discussion and participation, an in-class presentation, and formal exams.

Required textbooks:

Beck, Judith (2011). Cognitive Behavior Therapy, Second Edition: Basics and Beyond. New York: Guilford. ISBN-10: 1609185048 (Required).

Note: There will be other required readings, as assigned, to supplement the textbooks throughout the semester.

Evaluation and Grading: Course evaluation is based on performance on exams, a presentation, discussion papers, and class participation (see below for summary).

Presentation/Project: Each student will give one presentation on a selected topic. Each presentation will include five components: First, a reading assignment on your topic that you assign to the class at least 1 week in advance of your presentation. You will need to send the reading to me a week before your presentation and I will post it to Canvas. Second, a “mini” lecture on how a given cognitive-behavioral intervention can be adapted to a particular DSM-5 disorder or a particular psychological problem (~25 minutes). Third, provide a demonstration of one or more techniques associated with the intervention (~5-10 minutes). Fourth, include an experiential component in your presentation for students to try. For example, you might have them work together with a partner on a worksheet associated with your particular adaptation of CBT (more info provided in class-- ~5-10 minutes). Finally, facilitate an effective classroom discussion about your topic (~5-10 minutes). For the discussion, be sure to come prepared with a few “thought questions” or critical reflections you’d like the group to engage in regarding your topic, as this is part of your grade for the presentation.

Please be creative and have fun with this assignment. Your “mini lecture” should include some of the background information and research that explains how cognitive behavioral therapy has been adapted for a disorder or condition. For example, if your topic is panic disorder, it is important to provide some background information on the empirical support for the treatment and adaptations of the treatment. Provide an outline of a typical treatment, including how one would practically conduct it. You may present the demonstration part of your presentation in any format or style you like. For example, you can have the class engage in an experiential exercise. You can model a technique and can ask students to pair up and practice the technique. You can do a role-play where you conduct a session/technique with another student who pretends to have the disorder or condition in question (either live in class or videotaped). You may also use commercially available video or you tube demonstrations of techniques (there is a selection of suitable video clips available from the UT-Tyler library website). You are encouraged to use the required texts for this course in preparing your presentation as well as outside research articles and additional sources. **Students should let me know no later than Monday, 9/23** which topic you would like to present. We will finalize the presentation dates and topics together in class on that day.

Once the topics are settled – I recommend beginning work on your topic right away. This will allow you more time to digest and integrate information and determine how you want to demonstrate your material and whether you will want outside sources. Please contact me with questions and I will help you refine your ideas and provide suggestions for materials. Some suggested topics are listed below, but alternative topics can be proposed:

CBT adaptation examples:

Alcohol and substance use disorders, anger management, couple distress, CBT for adolescents, CBT for families or other groups, eating disorders, panic disorder, posttraumatic stress disorder, social anxiety disorder, obsessive-compulsive disorder, borderline personality disorder, various other CBT personality disorder applications,

bipolar or other mood disorders, schizophrenia and other psychotic disorders, mindfulness-based approaches (such as MBCT for depression), managing chronic pain and/or disability, using CBT with children or adolescents. These are suggestions to help you brainstorm. **It is generally best if you pick a topic that interests you so you will get the most out of this assignment.**

Participation: Your participation grade will reflect your contributions to in-class discussions and your participation in between-class experiential assignments and homework. Be sure to regularly attend class and contribute substantive and meaningful comments, reflections, ideas, and/or questions to class discussion -- and you will do well. I am looking for your active engagement with course material and with one another.

Discussion Papers: These are short, **one paragraph** reflections on the readings that you will share with the class on Canvas during the last part of the semester (more detail will be provided prior to the Midterm). Your paper should integrate all of the readings for the week and present your critical thoughts and reflections on the readings. For example, issues you might consider addressing are: what do you think of a particular adaptation of CBT? Would you use it with clients? What would you like to learn more about with respect to this intervention and why? What additional improvements might you suggest for this adaptation of CBT? What problems do you have (if any) with the intervention and why? The point here is to reflect critically on what you are reading and to share those reflections with your classmates. These questions are suggestions and are not an exhaustive list. Feel free to comment on any aspect of the readings that you find interesting.

Important: Your discussion papers are due **Sundays by 11:59p before the class in which they will be discussed**. You should post your papers to Canvas (guidelines will be provided in class). Thoughtful papers will receive full credit (3 points), less thoughtful papers will receive partial credit, and not turning in a paper results in 0 points. Only one paper per week is accepted. Late papers will lose points. We will address issues and ideas raised in your discussion papers during the classroom discussion.

Summary of Grading Policy:

| | |
|--|-------------------|
| Presentation | 25 points |
| Participation (e.g., class discussion including discussion of in-class assignments and between-class experiential assignments): | 10 points |
| Discussion Papers (5, worth 3 points each) | 15 points |
| Role Play | 10 points |
| Exam One: | 20 points |
| Exam Two (take-home): | 20 points |
| **Absence penalty (-2 points for every absence, except for your first) | |
| TOTAL: | 100 points |

A = 90-100 points

B = 80-89 points

C = 70-79 points

Teaching Strategies

My pedagogical stance is that active learning produces better outcomes in terms of the information you will retain in the long-term and the quality of your understanding of the information. As graduate students, it is important for you to continue to develop your ability to dialogue with and learn from your colleagues in addition to your instructor. My didactic emphasis will involve both theory and application, with in-class and between-class assignments and role-play used to reinforce learning.

Course Policies

Absences: Graduate students are expected to attend every class session. Nevertheless, it is understood that illness and/or extenuating circumstances may prevent a student from attending every class session. As such, each student may miss a class without penalty, no questions asked. If a class session is missed for any reason, you are still responsible for letting me know that you won't be there, for new material presented, and for turning in all assignments on time. After your first absence, each additional absence will result in a penalty of **2% from your final grade** (2 points) – unless you have documentation of illness/injury, or another excused absence.

Timeliness to class is important and is a sign of respect for your colleagues and for me. Strive to be on time. If a consistent pattern of tardiness is evident, we will confer and develop a joint solution to this problem. Imagine if you were coming to a therapy session and were late for your client. Do what it takes to cultivate the habit of being on time -- a critical characteristic of a professional. Ethical behavior is important in every professional endeavor. It is of paramount importance in your graduate degree because you will be working directly with people in need. **Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.**

***Tentative* Topical Outline**

Note: Reading assignments should be read BEFORE class. As course instructor, I reserve the right to change the following but will give you plenty of notice. The schedule below is a reasonable estimate of what will be final.

8/26 Introduction to the course
The ABC's of CBT

Class activity: Goals statement

9/2 Labor Day - no class

Note – on Thursday, 9/5 the UT Tyler- Career Success Conference will be held from 8a - 7p (Special graduate student networking reception 5-7p Cowan Center Lobby)

9/9 The ABC's of CBT (cont).
CBT video example

Reading: Beck: Ch. 1-3

9/16 Evaluation and Assessment
Structure of First Therapy Session

Reading: Beck: Ch. 4-6
Assignment: Cognitive conceptualization diagram

9/23 Structure of 2nd Session & Beyond
Problems Structuring Sessions
Identifying ATs, Identifying emotions

Reading: Beck: Ch. 7-10
Turn in: Cognitive conceptualization
diagram, Presentation topic, Reaction paper
Assignment: Event-Mood-Thought Record,

9/30 Evaluating & Responding to ATs
Identifying and Modifying Core Beliefs

Reading: Beck: Ch. 11-13
Turn in: Event-Mood-Thought Record,
Assignment: Dysfunctional Thought Record
Role Play

10/7 TBD & work time for role plays

10/14 Identifying and modifying
core beliefs, revisit chapters 11-13

Reading: Beck: Ch. 14 (review 11-13)
Turn in: Dysfunctional Thought Record
Assignment: Role Play Due. Study for
exam

10/21 EXAM #1 (Covers Beck Ch. 1-14, in-class and between-class exercises, role-
plays, and assignments, lecture, and discussion) -- **Location:** TBA

10/28 Student presentations

Reading: Student-assigned articles
Turn in: Discussion Paper #1

11/4 Student presentations

Reading: Student-assigned articles
Turn in: Discussion Paper #2

11/11 Student presentations

Reading: Student-assigned articles
Turn in: Discussion Paper #3

11/18 Student presentations

Reading: Student-assigned articles
Turn in: Discussion Paper #4

11/25 THANKSGIVING BREAK - Enjoy! ☺

12/2 Student presentations (if needed)
Course wrap-up

Reading: TBD
Turn in: Discussion Paper #5
Take-home essay exam distributed

12/9 FINAL EXAM DUE

Reading: Review all articles and
presentations for exam
Turn in: Exam

The final take-home exam is due no later than 11:59 p.m. on Monday, 12/9, no
exceptions. Upload your exams to Canvas at the link provided.

University Policies:

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a grade)
- “W”
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents

- of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission Statement:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.