

## SYLLABUS

**Course Information:**

PSYC 5384/6384-001: COGNITIVE BEHAVIOR THERAPY & APPLICATIONS

Spring 2021

M: 2-4:50p

Online Synchronous via Zoom

**Instructor Information:**

Sarah M. Sass, Ph.D.

Office: HPR 213

Zoom office hours: Monday 12-1:30p, Tuesday 2-3:30p, or by appointment

Office phone: (903) 566-7239

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

Note: In addition to the outcomes listed above, doctoral students are assigned readings that situate CBT within the wider field, including within the evidence-based and empirically-supported treatments and relationships literatures. Doctoral students will also develop a research proposal that would advance knowledge within a CBT application context.

**Required textbooks:**

Beck, Judith (2021). Cognitive Behavior Therapy: Basics and Beyond. Third Edition. New York: Guilford. ISBN 9781462544196 (Required).

**Evaluation and Grading:** Course evaluation is based on performance on the following components (see below for summary):

**Presentation/Project:** Each student group will give a class presentation on a selected topic. Each presentation will include five components: First, a reading regarding your topic that you assign to the class and make available to your colleagues on Canvas at least

1 week in advance of your presentation. Second, a presentation regarding how a given cognitive-behavioral intervention can be adapted to a particular presenting problem, including if that presents as a DSM-5 defined issue or not (~40-45 minutes). Important: Address the extent to which we know how well this adaptation has been used with diverse populations. Third, provide a demonstration of one or more techniques associated with the intervention (~10 minutes). This can be a live or video demonstration. 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 ~10-15 minutes). Finally, facilitate an effective classroom discussion about your topic (~10-15 minutes). Part of this fifth component is to 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. Since this is a group effort I will want to see evidence of equal participation in the project from all group members.

Please be creative and have fun with this assignment. Your presentation should include some of the background information and research that explains how cognitive behavioral therapy has been adapted for your topic. For example, if your topic is chronic pain, 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. 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 YouTube demonstrations of techniques (there is a selection of suitable video clips available from the UT-Tyler library website). You will need to use outside therapy texts and research articles to develop these presentations. **Student groups should let me know no later than Monday, 2/1** which topic you would like to present.

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. Please contact me with questions and I will help you refine your ideas and provide suggestions for materials. Only one group should present on the same topic. Some suggested topics are listed below, and groups can also propose an alternative topic:

CBT adaptation examples:

Alcohol and substance use issues, anger management, couple distress, CBT for children or adolescents for specific issues, CBT for families or other groups, eating issues, insomnia, trauma, anxiety and mood disorder issues, personality disorder applications, schizophrenia and other psychotic disorders, mindfulness-based approaches (such as MBCT for depression), managing chronic pain and/or disability, various CBT adaptations such as the Unified Protocol, ACT, DBT. **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 activities as well as 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.

**(all) Presentation Reaction Papers:** These are short, no more than 1 page single spaced reflections on all of the readings for a given week (including your own presentation topic) that you will share with the class or discussion group on Canvas. 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.

**(6384 only) Doctoral Reaction Papers:** In addition to the presentation reaction papers, doctoral students will complete additional readings and reaction papers (see below). For these papers, provide a paragraph summary of your understanding of the main issues in the readings. Next, provide a critical analysis of what you read. For example, you should touch on things like, what points resonated with you and why? What issues or ideas do you have questions about and why? What points didn't land well with you or do you disagree with and why?

**Important:** Your reaction papers are due to Canvas **Mondays by 12p before the class in which they will be discussed.**

**Role Play** We will use in-class role play (part of participation grade) nearly every class session to solidify concepts.

**(6384 only) Research Proposal and Presentation** Prepare a research study proposal that would contribute to our knowledge about outcomes of CBT. The study can involve methodologies such as a randomized controlled trial, single case design, qualitative methods, etc. More details will be given to doctoral students regarding this assignment later in the semester. Students will make a short class presentation regarding the study idea, potential contributions it would make to the field, and strengths/limitations of the idea.

**Summary of Grading (Master's-level students):**

<b>Presentation</b>	25 points
<b>Participation</b> (e.g., class discussion including discussion of in-class assignments; in-class roleplay):	5 points
<b>Experiential Assignments</b>	6 points

<b>Reaction Papers</b> (complete 7 of 8 opportunities; 2 points each)	14 points
<b>Midterm</b>	25 points
<b>Final</b> (take-home):	25 points
<b>TOTAL:</b>	<b>100 points</b>

**Summary of Grading (Doctoral-level students):**

<b>Presentation</b>	20 points
<b>Participation</b> (e.g., class discussion including discussion of in-class assignments; in-class roleplay):	6 points
<b>Experiential Assignments &amp; Research Proposal Topic</b>	4 points
<b>Reaction Papers</b> (complete 10 of 11 opportunities, 1.5 points each)	15 points
<b>Research proposal (final) and presentation</b>	15 points
<b>Midterm</b>	20 points
<b>Final</b> (take-home):	20 points
<b>TOTAL:</b>	<b>100 points</b>

A = 90-100 points

B = 80-89 points

C = 70-79 points

**\*\*For everyone: absence penalty** (-2 points for every absence, except for your first)

**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. 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 unexcused absence, your participation grade will begin to suffer.

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: It is expected that reading assignments will be completed BEFORE class.**

**\*\* Unless otherwise noted, all assignments are due the Monday before the class they will be discussed in (uploaded to Canvas by Mondays, noon).**

DATE	READINGS	TOPICS	ASSIGNMENT(S)
1/11	Beck 1-3	Introduction to the course; ABC's of CBT; Cognitive Conceptualization	1. Watch Dr. Beck and client video (located on Canvas). Review the principles of treatment checklist, notice which ones you saw at play 2. Start to fill out a traditional CCD regarding the client in the video. Put question marks near anything you are unsure of. You will upload your filled out version to Canvas by 1/25.
1/18		MLK Jr. Day	No class – Be sure to keep up with readings and upload CCD AND reaction paper over week 2 readings (read before class) by 1/25.
1/25	Beck 4-6 Hays, 2009	Therapy Relationship, Evaluation and First Session CBT, Multicultural CBT	Discuss presentation topics and CCDs 5384: Discuss reaction paper over Hays, 2009, and anything you wish to discuss from Beck 1-6 6384: Discuss reaction paper over Hays, 2009; Norcross & Lambert, 2018; Wampold et al., 1997
2/1	Beck 7-10 Wendt & Gone, 2011	Activity Scheduling, Action Plans, Treatment Planning, Structuring Sessions, Critique of essentialist and generalist multicultural psychotherapy	Presentation topic due in class on 2/1 5384: Discuss reaction paper over Wendt & Gone, 2011 and how CBT fits into this framework, and contrasting with Hays, 2009 6384: Discuss reaction paper over Wendt & Gone, 2011 (same as 5384); Chambless et. al., 1998; Tolin et al., 2014
2/8	Beck 11-14	Problems Structuring Sessions, Identifying automatic thoughts and emotions, Evaluating and Responding to ATs	Discuss uploaded Event Mood Thought Record 6384: Spring, 2007; Beck et al., 2014

2/15	Beck 14-17	Evaluating and Responding to ATs (continued), Integrating Mindfulness into CBT, Identifying Beliefs	Discuss uploaded Thought Record Worksheet <a href="#">6384</a> : Budd & Hughes, 2009; Tolin, 2014
2/22	Beck 17-18, 21-22	Identifying & Modifying Beliefs (cont.), Termination and Relapse Prevention, Problems in Therapy	Discuss uploaded Belief Worksheet <a href="#">6384</a> : Research Proposal topic ideas
3/1	Review all readings to date	EXAM	Midterm Exam during class time
3/8		Spring Break	Enjoy your break! 😊
3/15	Student-assigned	Presentations	Reaction paper due today
3/22	Student-assigned	Presentations	Reaction paper due today
3/29	Student-assigned	Presentations	Reaction paper due today
4/5	Student-assigned	Presentations	Reaction paper due today
4/12	Student-assigned	Presentations	Reaction paper due today
4/19	Student-assigned	Class wrap-up; final presentation; Short research proposal presentations	Reaction paper due today <a href="#">6384</a> : Research proposals due today
4/26			<b>*Take home Final due by 11:59 4/26 - Canvas</b>

### University Policies

#### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

#### **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>

#### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave

responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **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. (For Fall, the Census Date is Sept. 12.) 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 (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. 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 "W" grade)
- 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/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 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 instructors 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, home 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 The University of Texas at 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.

iv. All written work that is submitted will be subject to review by plagiarism software.

**UT Tyler Resources for Students**

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](mailto:uttyler@uttyler.edu) (903.566.7254)