SYLLABUS

Course Information:
PSYC 5384-001: COGNITIVE BEHAVIOR THERAPY & APPLICATIONS
Fall 2014
Weds: 2-4:45 p.m.
HPR 253

Instructor Information:
Sarah M. Sass, Ph.D.
Office: HPR 213
Office Hours: Weds 1-2p & 4:45-5:45p; Thursday, 4-5p
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 in treating depression, anxiety, anger, relationship problems, and personality disorders. Prerequisites: PSYC 5361 and consent of instructor.

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 via in-class and between-class role play and written homework assignments, class discussion and participation, an in-class presentation, and formal exams.

Required textbooks:

Note: There will be other required readings, as assigned, to supplement the textbooks throughout the semester.
**Recommended:** Note: this is not required, but is a useful step-by-step reference book for applying CBT and related techniques to a wide range of psychological disorders. I recommend it as a useful long-term reference, though not necessary for the present class.


**Evaluation and Grading:** Course evaluation is based on performance on exams, a presentation, discussion papers, class participation, and participating and receiving supervision in out-of-class role-play exercises. One in-class midterm exam and one take-home final exam will be given as part of the course.

**Presentation/Project:** Each student will give one individual or group class 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 Blackboard. Second, a “mini” lecture on how a given cognitive-behavioral intervention can be adapted to a particular DSM-defined disorder or a particular psychological problem (~25-30 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. Since this is usually 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 “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 Wednesday, 9/24** which topic you would like to present. We will negotiate 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. Only one group should present on the same topic. Some suggested topics are listed below, but groups can also propose an alternative topic:

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, stuttering, mindfulness-based approaches (such as MBCT for depression), managing chronic pain and/or disability, using CBT with children or adolescents. 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.

Laptop/Computer Policy: Given that this course (and your grade) heavily depends on your active participation, the use of computers is limited to note-taking and computers are not to be used during role-play and other experiential activities during the course.

Social Media Policy: Texting, facebook, social media contacts, and anything in this category is not allowed during class. If you have to contact someone in the case of an emergency – please step out of the classroom and return as soon as possible. You are expected to be engaged with the material we are covering, role-plays, class discussions, and exercises. Please do not engage outside of the classroom during class time.

Discussion Papers: These are short, one paragraph reflections on the readings that you will share with the class on Blackboard 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 just suggestions and are not an
exhaustive list. I would like you to feel free to comment on any aspect of the readings that you find interesting.

**Important:** Your discussion papers are due **Tuesdays by 5p before the class in which they will be discussed.** You should post your papers to Blackboard (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:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>20 points</td>
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<tr>
<td><strong>Participation</strong> (e.g., class discussion including discussion of in-class assignments and between-class experiential assignments; active engagement with student presentations, including paying attention and contributions to activities):</td>
<td>10 points</td>
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<td><strong>Discussion Papers</strong> (5 total, worth 3 points each)</td>
<td>15 points</td>
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<td><strong>Role Play Exercises with Group Supervision</strong></td>
<td>10 points</td>
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<tr>
<td><strong>Exam One</strong> (in-class):</td>
<td>20 points</td>
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<td><strong>Exam Two</strong> (take-home):</td>
<td>25 points</td>
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<tr>
<td><strong>Absence penalty</strong> (-2 points for every absence, except for your first)</td>
<td>-2 points</td>
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**TOTAL:** 100 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 are to be read PRIOR to class. For example, we will discuss Beck chapters 1-3 on 9/3, so you should read those chapters before coming to class. As course instructor, I reserve the right to change the following. The schedule below is a reasonable estimate of what will be final.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class activity</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Introduction to the course</td>
<td>The ABC’s of CBT</td>
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<tr>
<td>9/3</td>
<td>ABC’s of CBT (cont.)</td>
<td>CBT video example</td>
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<td>9/10</td>
<td>TBA</td>
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<td>9/17</td>
<td>Evaluation and Assessment</td>
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<td></td>
<td>Structure of First Therapy Session</td>
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<td>Behavioral Activation</td>
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<td>9/24</td>
<td>Structure of 2nd Session &amp; Beyond</td>
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<td>Problems Structuring Sessions</td>
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<td></td>
<td>Identifying ATs, Identifying emotions</td>
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<td>10/1</td>
<td>Evaluating &amp; Responding to ATs</td>
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<td>Identifying and Modifying Core Beliefs</td>
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<td>10/8</td>
<td>Identifying and modifying core beliefs, revisit chapters 11-13</td>
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<td>10/15</td>
<td>Putting it all together</td>
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<td>Group Supervision</td>
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<td>10/22</td>
<td>EXAM #1 (Covers Beck Ch. 1-14, in-class and between-class exercises, role-plays, and assignments, lecture, and discussion)</td>
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**Location:** TBA
10/29 Student presentations  
**Reading:** Student-assigned articles  
**Turn in:** Discussion Paper #1

11/5 Student presentations  
**Reading:** Student-assigned articles  
**Turn in:** Discussion Paper #2

11/12 Student presentations  
**Reading:** Student-assigned articles  
**Turn in:** Discussion Paper #3

11/19 Student presentations  
**Reading:** Student-assigned articles  
**Turn in:** Discussion Paper #4

11/26 NO CLASS – THANKSGIVING BREAK – Enjoy 😊

12/3 Student presentations  
**Reading:** Student-assigned articles  
**Turn in:** Discussion Paper #5  
**Take-home essay distributed in class**

The final take-home exam is due no later than **11:55 p.m. on Wednesday, 12/10**, no exceptions. Upload your exams to Blackboard (instructions will be provided).

**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. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

**College of Education and Psychology Vision Statement:**
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

**Clinical Psychology Program Mission Statement:**
The Master of Science in Clinical Psychology is intended to educate students in the scientific bases, diagnostic, assessment and therapeutic methods, philosophies, skills and ethics of clinical psychology to prepare them for roles in clinical practice and research. Students may complete a general Clinical Psychology program, or a specialization in either Clinical Neuropsychology or School Psychology. Based on the student’s chosen specialization, the program provides the necessary coursework foundation for various
state licensures to include the Licensed Professional Counselor, Licensed Psychological Associate, and Licensed Specialist in School Psychology. The Clinical Psychology core curriculum outcomes are aligned with national standards for masters level programs in applied psychology, from the Masters in Psychology Accreditation Council (MPAC). Clinical Psychology M.S. Program Learning Outcomes may be found at: [http://www.utttyler.edu/psychology/ClinicalPsychPLO](http://www.utttyler.edu/psychology/ClinicalPsychPLO)

Counseling Psychology Program Mission Statement:
The Master of Arts in Counseling Psychology program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well-prepared for the Licensed Professional Counselor state licensing examination and are employed in a variety of mental health settings. Students may complete a generalist program or specialize in marriage and family counseling. Students specializing in couple and family counseling acquire additional competencies in marriage and family theories, counseling interventions and ethics. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP). Counseling Psychology M.A. Program Learning Outcomes may be found at: [http://www.utttyler.edu/psychology/CounselingPsychPLO](http://www.utttyler.edu/psychology/CounselingPsychPLO)

University Policies:

**Grade Replacement/Forgiveness**
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

**Disability Services**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@utttyler.edu.

**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.

**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.

**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 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;
• 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.