SYLLABUS

Course Information:
PSYC 5384.001 Cognitive Behavior Therapy & Applications
Fall 2016; Thursdays 5:00-7:45
HPR 215

Instructor Information:
Erin M. West, Ph.D.
Office:
Office Hours: Tuesdays 1:00-4:00
Office Phone:
Email: (best way to reach me) ewest@uttyler.edu

Course Catalog 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. Prerequisite: COUN 5312 or PSYC 5312.

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 written assignments, role-play, class discussion and participation, and formal exams.

Required Text:
**Other readings as assigned

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.

Recommended Text:

Course Policies
Attendance: While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence you will receive a one-letter grade deduction.
from your final grade in the course (e.g., A→B) unless you write a letter to the instructor that explains extenuating circumstances for both absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

**Class Punctuality:** Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

**Participation:** Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

**Ethical Behavior:** 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.

**Laptop/Computer & Social Media Policy:** Given that this course (and your grade) depends on your active participation, the use of computers is limited to note-taking and computers are not to be used during role-play or other experiential activities. 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. You will need to be focused on your clients for extended periods—so this will be good training for you.*

**Course Assignments**

**Reflection Paper 1**
In approximately 2 pages please address the following questions. While this is a reflection paper, please be mindful that grammar, spelling, sentence structure, etc. will influence your grade.
- What theoretical orientation are you most drawn towards and why?
- What do you know about cognitive behavioral therapy?
- What do you want to learn in this class?
- What are you hoping this class will do for you in your professional practice?

**CBT in Practice Paper: (80 points content/ 20 points APA)**
In 6 to 8 pages (not including title and reference pages) please address the following questions. Make sure to write according to APA guidelines:
- Identify a client population (diagnosis/presenting concern) that you are interested in working with in the future. Tell me why you are interested in working with this population.
- Would cognitive behavioral therapy be an appropriate approach to working with this population? Why or why not?
- Describe other factors it may be important to consider when considering an approach for working with an individual from this client population (reflect on Hayes, 2009). Why is it important to consider these factors?
- From the literature, identify one other evidence-based approach which would be appropriate for working with this population (cite at least 2 peer reviewed articles). Briefly describe this approach.
- What would you need to do to become trained/competent in this approach?

**Requirements/Grading**
During the semester you will have opportunities to earn up to 350 points for your final grade. Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F. You must receive an A or B to receive credit for passing this course.

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>30 points</th>
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<tbody>
<tr>
<td>Reflection Paper</td>
<td>20 points</td>
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<tr>
<td>Evidence Based Practice Paper</td>
<td>100 points</td>
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<tr>
<td>Midterm Exam</td>
<td>100 points</td>
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<tr>
<td>Final Exam</td>
<td>100 points</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>350 points</strong></td>
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**Late Policy**
Assignments are due when class begins on the assigned date. Assignments submitted after class begins will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted and the student will receive a zero for the assignment.

**APA Format and Writing Tips**
All papers must be presented professionally. Unless otherwise instructed they should be prepared in Microsoft Word (or compatible format), double spaced on 8.5 x 11 paper, using 12 point Times New Roman font, following the writing style, formatting, and referencing guidelines of the American Psychological Association (APA) Manual, 6th edition. Copies of the manual are available in the university bookstore and library.

**Tentative Course Schedule**
Note: Reading assignments are to be read PRIOR to class. For example, we will discuss Beck Chapters 1 & 2 on 9/8 so you should read those chapters before coming to class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments/Readings</th>
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</thead>
</table>
| 9/1  | Review of Course  
Client Perceptions  
The Therapeutic Relationship  
ABC’s of CBT |  |
| 9/8  | Evidence Based Practice  
Introduction to CBT  
Overview of Treatment | Beck Chapters 1& 2 |
<p>| 9/15 | Cognitive Conceptualization | DUE: REFLECTION PAPER |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/22</td>
<td>The Evaluation Session Structure of First Therapy Session</td>
<td>Beck Chapters 3, 4, &amp; 5</td>
</tr>
<tr>
<td>9/29</td>
<td>Behavioral Activation Session 2 &amp; Beyond Problems with Structuring Sessions</td>
<td>Beck Chapters 6, 7, &amp; 8</td>
</tr>
<tr>
<td>9/29</td>
<td>Identifying Automatic Thoughts Identifying Emotions Evaluating Automatic Thoughts</td>
<td>Beck Chapters 9, 10, &amp; 11</td>
</tr>
<tr>
<td>10/6</td>
<td>CLASS ON-LINE</td>
<td>Hays, 2009 Article – On Line Discussion</td>
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<tr>
<td>10/13</td>
<td>Responding to Automatic Thoughts Identifying and Modifying Beliefs Exam Review</td>
<td>Beck Chapters 12, 13, &amp; 14</td>
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<tr>
<td>10/20</td>
<td>MIDTERM EXAM</td>
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<tr>
<td>10/27</td>
<td>Additional CBT Techniques Imagery</td>
<td>Beck Chapters 15 &amp; 16</td>
</tr>
<tr>
<td>11/3</td>
<td>Homework Termination/Relapse Prevention</td>
<td>Beck Chapters 17 &amp; 18</td>
</tr>
<tr>
<td>11/10</td>
<td>Treatment Planning Manualized versus Individualized Treatment Planning</td>
<td>Beck Chapter 19</td>
</tr>
<tr>
<td>11/17</td>
<td>Evaluating CBT</td>
<td>DUE: CBT IN PRACTICE PAPER</td>
</tr>
<tr>
<td>11/24</td>
<td>Have a wonderful Thanksgiving</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>12/8</td>
<td>Third Wave Theories Continued Mindfulness Exam Review</td>
<td>Thoma, Pilecki, &amp; McKay, 2015</td>
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<tr>
<td>12/15</td>
<td>FINAL EXAM</td>
<td></td>
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**University Policies**

**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.

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.uttyle.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.uttyle.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 “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 Services**
If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit Disability Services located in the University Center, Room 3150. The telephone number is (903) 566-7079. Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.

**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.

College of Education and Psychology Mission & Vision Statements

Mission:
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.