SYLLABUS

Course Information:
PSYC 5384-001: Cognitive Behavior Therapy & Applications
Spring 2015; Wed 5 p.m. - 7:45 p.m.
Class Location: HPR 252

Instructor Information:
Dung Ngo, Ph.D.
Office: HPR 224
Office Hours: 9 a.m – 11 a.m Tue & Wed
Office phone: (903) 566-7208
Email: (best way to reach me) dngo@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.


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


Note: the text book below 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, in-class presentation, discussion papers, and active class participation. One in-class midterm exam and one final exam will be given as part of the course.

A. Project Presentation: This semester, you will be paired up with another student to work on a class project on a topic of your choice. (NOTE: please choose a topic that you are interested in but also one that could be appropriate for CBT). Each presentation will include five components: First, a reading assignment on the 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 on 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 (~20 minutes). Third, provide a demonstration of two or more techniques associated with the intervention (~10-15 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 (10-15 minutes). Finally, facilitate an effective classroom discussion about your topic (~10-15 minutes). For the discussion, be sure to come prepared with a few
thought-provoking 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. Note, if you chose to do this as a group project, you must demonstrate evidence of equal participation from all group members. Maximum group membership = 3 persons.

Please be creative and have fun with this assignment. Your “mini lecture” should include a brief background information and research that explains how CBT has been adapted for this particular disorder. 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 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 are encouraged to use the required texts for this course as well as outside research articles and additional sources. You should let the instructor know no later than Wed, 2/10/2015 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 to 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 example Topics:**
- 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.**

**B. Class Participation:** Your participation grade will reflect how much you have contributed to class activities and discussions, as well as outside of 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 materials and with one another.

**C. Reflection Papers:** These are short, one page reflections on the readings that you will share with the class 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 in class the day in which they will be discussed. A total of five (5) points will be awarded for a thoughtful discussion paper. Two (2) points will be deducted each day the paper is submitted late. Thoughtful papers will receive full credit (5 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. I may randomly ask you to share your reflections on the day in which your paper is due.

**Summary of Grading Policy:**

- **Project Presentation**
  - 50 points
- **Class Participation** (Your active participation will be noted.)
  - 25 points
- **Reflection Papers** (5 total, worth up to 5 points each)
  - 25 points
- **Midterm Exam**
  - 100 points
- **Final Exam**
  - 100 points

**TOTAL:** 300 points

A (90%) = 270 - 300 points
B (80%) = 240 - 269 points
C (70%) = 210 - 239 points
D (60%) = 180 - 209 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 minus of 2 points from your final grade 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.**

**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 materials we are covering, role-plays, class discussions, and exercises.

*Tentative* **Topical Outline**
**Note:** Reading assignments are to be read PRIOR to class. For example, we will discuss Beck chapters 1-3 on 1/27, so you should read those chapters **before** coming to class. The schedule below is a reasonable estimate of what will be final.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Readings</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20</td>
<td>Introduction to the course&lt;br&gt;The ABC’s of CBT</td>
<td>Class activity: Goals statement</td>
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<tr>
<td>1/27</td>
<td>Intro to CBT&lt;br&gt;Overview of Treatment&lt;br&gt;Cognitive Conceptualization</td>
<td>• CBT video example&lt;br&gt;• In-class role play activity</td>
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<td><strong>Reading:</strong> Beck: Ch. 1-3</td>
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<td>2/3</td>
<td>Evaluation and Assessment&lt;br&gt;Structure of First Therapy Session&lt;br&gt;Behavioral Activation</td>
<td>Assignment: Cognitive conceptualization diagram (hand out from instructor)</td>
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<td><strong>Reading:</strong> Beck: Ch. 4-6</td>
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<tr>
<td>2/10</td>
<td>Structure of 2nd Session &amp; Beyond&lt;br&gt;Problems Structuring Sessions&lt;br&gt;Identifying ATs, Identifying emotions</td>
<td>Turn in: Cognitive conceptualization Diagram&lt;br&gt;• Decide on presentation topic</td>
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<td><strong>Reading:</strong> Beck: Ch. 7-10</td>
<td>Assignment: Event-Mood-Thought Record (hand out from instructor)</td>
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<td>2/17</td>
<td>Evaluating &amp; Responding to ATs&lt;br&gt;Identifying and Modifying Core Beliefs</td>
<td>Turn in: Event-Mood-Thought Record&lt;br&gt;Assignment: Dysfn’l Thought Record (hand out from instructor)</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
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<td>2/24</td>
<td>Reading: Beck: Ch. 11-13, Identifying and modifying core beliefs, revisit</td>
<td>Prepare articles on your topic to distribute to your classmates. <strong>Due A WEEK BEFORE YOU PRESENTATION DATE!</strong> Turn in: Dysfn’l Thought Record (hand out from instructor)</td>
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<td>chapters 11-13</td>
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<td></td>
<td>Reading: Beck: Ch. 14 (review 11-13)</td>
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<td>3/2</td>
<td><strong>Mid Term Exam</strong> &lt;br&gt;Chapters 1-7</td>
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<td>3/9</td>
<td><strong>SPRING BREAK! HAVE FUN and BE SAFE!</strong></td>
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<td>3/16</td>
<td>Student Presentation</td>
<td><strong>Reading: Student-assigned articles</strong></td>
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<tr>
<td>3/23</td>
<td>Student Presentation</td>
<td><strong>Reading: Student-assigned articles</strong></td>
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<tr>
<td>3/30</td>
<td>Student Presentation</td>
<td><strong>Reading: Student-assigned articles</strong></td>
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<tr>
<td>4/6</td>
<td>Student Presentation</td>
<td><strong>Reading: Student-assigned articles</strong></td>
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<tr>
<td>4/13</td>
<td>Student Presentation</td>
<td><strong>Reading: Student-assigned articles</strong></td>
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<tr>
<td>4/20</td>
<td>Student Presentation</td>
<td><strong>Reading: Student-assigned articles</strong></td>
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<td>4/27</td>
<td><strong>Exam Review</strong> &lt;br&gt;(Also student presentation if need be) &lt;br&gt;<strong>Video</strong> &lt;br&gt;<a href="https://www.youtube.com/watch?v=7BZp7ZiAE3c">https://www.youtube.com/watch?v=7BZp7ZiAE3c</a></td>
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<td>5/4</td>
<td><strong>Final Exam</strong> &lt;br&gt;Chapters 8-14</td>
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**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.uttyler.edu/psychology/ClinicalPsychPLO](http://www.uttyler.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.uttyler.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@uttyler.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.