THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

Course Number:	SW393R13	**Instructors:**	
Unique Number:	64390	Clay Shorkey,	Michael Uebel,
Semester:	Fall 2013	LCSW, PhD	LCSW, PhD
Meeting Time:	Wednesday 5:30-8:30pm	Josleen and	
Meeting Place:	SSW 2.118	Frances Lockhart	
Office Number:	SSW1.218G	Professor of	
Office Phone:	471-0520	Direct Practice in	
Office Hours:	By appointment	Social Work	

Cognitive Behavior Therapy

I.   Standardized Course Description

This course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with cognitive behavior therapy. Students will develop a working understanding of cognitive behavioral practice becoming knowledgeable about classical formulations of this practice model. In addition, students will select, analyze, and integrate contemporary empirically based cognitive behavioral intervention strategies into the classical model. Finally, students will incorporate cognitive behavioral methods into their own personal social work practice model.

II.   Standardized Course Objectives

1. Demonstrate an understanding of the theory and basic practice principles of different types of cognitive behavior therapy (e.g., REBT, ACT, Mindfulness-based) in the current context of practice.

2. Demonstrate an understanding of the historical development of approaches to cognitive behavior therapy, critical thinking related to assessment and intervention procedure of these approaches.

3. Demonstrate skills in the evidence based practice process in assessment, treatment planning and application of advanced cognitive behavior therapy techniques with individuals and groups within a social work human behavior framework.

4. Sensitively differentiate the need for appropriate variations in cognitive-behavioral approaches for use with diverse social, gender, ages, ethnic and cultural groups, at-risk populations and individuals with differences in life experiences.

5. Demonstrate the ability to identify and work through values conflicts and ethical dilemmas related to the use of cognitive behavioral methods.

6. Demonstrate an ability to integrate the cognitive behavioral practice approaches into a broader personal model of social work practice.

III. Teaching Methods

Teaching methods will include lecture, group discussion, group exercises, audio-visual materials, and guest lecturers.

IV. Required Texts, and Materials

Required:

Recommended Resources/Books: (The journals are all available in the Social Work Learning Resource Center)

- Journal of Cognitive Psychotherapy
- Cognitive Therapy and Research
- Cognitive and Behavioral Practice
- Journal of Rational-Emotive & Cognitive-Behavior Therapy
- Albert Ellis- *A New Guide to Rational Living*

V. Course Requirements

- Reading assignments should be completed prior to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Student's questions and comments provide the instructor an important assessment tool for whether or not readings are being completed outside of class.
- Each student should submit **ten** brief assignments throughout the course of the semester. Details of the assignments will be given on separate handouts. They should be turned in the week following the presentation on that material. There will also be a final paper, with more details of this assignment given later in the semester.

VI. Class Policies

Attendance
Class attendance is required to complete all of the assignments. Students may miss no more than two (2) class sessions. Students who fail to attend class on a regular basis (missing more than 2 classes without a valid excuse, e.g., medical documentation) will receive one course grade lower than their final grade when points are totaled. Students who miss more than three unexcused classes may receive two grades lower than their final grade. Students who leave at the mid-point break of the class will be counted as attending ½ of the only class. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on class participation.

Late Assignments
Assignments are due on the dates indicated in the course syllabus. Late assignments will not be accepted without penalty. One point will be deducted from the assignment for each day past the due date.

Student Concerns
Students who would like to discuss a concern with either the professor or the teaching assistant related to the class should make an appointment at a time mutually convenient.

Grading

Brief Assignments (10)   100 (10 pts each)
Final Paper   35pts.
Attendance   15 pts.
                                 ____
                                 150

Attendance:

0 to 1 missed class: 15 points
1½ -2 missed classes: 10 points

141-150 (94%-100%) = A
135-140 (90%- 93%) = A-
130-134 (87%- 89%) = B+
126-129 (84%- 86%) = B
120-125 (80%- 83%) = B-
115-119 (77%-79%) = C+
111-114 (74%-76%) = C
105-110 (70%-73%) = C-
100-104 (67%-69%) = D+
 96-99 (64%-66%) = D
 90-95 (60%-63%) = D-
89 & below (59% & below) =F

Grading Scale: (Grades are rounded up to the next number at .5). Grading of all written assignments will take into account the quality of the writing as well as the content. The current APA format should be followed. Written material should be carefully proofread corrected for errors in punctuation, typographical errors, and spelling errors. Good writing requires a reiterative process that must be followed if quality is to improve. It is a good idea to read your paper several times and if possible have someone else read it.

Students requesting an incomplete for medical problems or family emergencies must fill out the required form available in the Student Service office and discuss their request with the instructor.

SCHOOL OF SOCIAL WORK POLICY. Read the School of Social Work Safety statement: As part of professional social work education, students may have assignments that involve being in agency settings and/or the community. As such, these assignments may present some risks.

Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety.

Students should notify instructors regarding any safety concerns. Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against admission to the BSW program.

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material, which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work

practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/).

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address athttp://www.utexas.edu/its/policies/emailnotify.php.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement

is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Date	Description	Text/Readings
Aug 28 Class 1	**Introduction** Definition of Rational/Adaptive vs. Irrational/Maladaptive Primary Prerequisite for Cognitive Change: Clarity of Personal Values Handouts: 1. Maslow's Hierarchy 2. A Reconceptualization of Values Clarification 3. Toward a Universal Psychological Structure of Human Needs 4. Value Indicators 5. Rokeach Value Survey	Course Syllabus Ellis "Learning, Living, and Loving" audiotape Ellis "Helping people get better rather than merely feel better" pp. 169-182.
Sept 4 Class 2	**Introduction Cont.** Basic aspects of REBT Secondary Prerequisite for Cognitive Change: Emotions Hand out: 1. Shorkey's Emotional Quotient	Ellis "Aspects of REBT" audiotape Dryden, W. & David, D., "Rational emotive behavior therapy: Current status" pp.195-208. Kellner, R., "Symptom questionnaire (SQ)" Carlson, C.R., Collins, F. L., Stewart, J. F., Porzelius, J., Nitz, J. A., and Lind, C. O., "Emotional assessment scale"
Sept 11 Class 3	**Anxiety**	Clark, D. A. & Beck, A. T. "Cognitive therapy of anxiety disorders" pp. 31-57; 180-226. Ellis, A. Conquering anxiety. *A New Guide to Rational Living,* pp. 145-157. Muris, P., Meesters, C., & Gobel, M. "Reliability, validity, and normative data of the Penn State Worry Questionnaire in 8 – 12-yr-old children" pp. 63-72. Spielberger, C.D., Gorsuch, R. L., & Lushene, R., "The state-trati anxiety inventory"

Sept 18 Class 4	**Depression**	Beck, A. T., Rush, A. J., Shaw, B. F., Emery, G., "Cognitive therapy of depression" pp. 1-33; 117-166. Beck, A. T., "Beck Depression Inventory" Beck, A. T., Ward, C. H., Mendelson, M., Mock, J., & Erbaugh, J., "An inventory for measuring depression" pp. 561-571. Beck, A.T., Weissman, A., Lester, D., and Trexler, L., "The measurement of pessimism: The hopelessness scale" pp. 861-865. Costello, C.G. & Comrey, A. L., "Scales for measuring depression and anxiety" pp. 303-313. Ellis, A. How to feel undepressed though frustrated. *A New Guide to Rational Living,* pp. 124-137
Sept 25 Class 5	**Anger**	Angry Cognition Scale: http://personality-testing.info/tests/ACS.php Buss, A. & Durkee, A., "An inventory for assessing different kinds of hostility" pp. 343-349. Ellis, A. How to stop blaming and start living. *A New Guide to Rational Living,* pp. 113-123 Fives, C. J., Cong, K., Fuller, J. R., and DiGiuseppe, R., "Anger, aggression, and irrational beliefs in adolescents" pp. 199-208. Martin, R. & Dahlen, E. "The angry cognitions scale: A new inventory for assessing cognitions in anger" pp. 155-173. Reiley, P. M. & Shopshire, M.S., "Anger management for substance abuse and mental health clients: A cognitive behavioral therapy manual"
Oct 2 Class 6	**Religious Variations of Cognitive Therapy**	Albert Ellis Institute, "Incorporating religion into rational emotive behavior therapy with the Christian client" Backus, W. & Chapman, M., "Telling yourself the truth" pp. 13-77.

		DiGiuseppe, R. A., Dryden, W., & Robin, M. W. "On the compatibility of rational-emotive therapy and Judeo-Christian philosophy: A focus on clinical strategies" pp. 355-367. Robb, H. "How to stop driving yourself crazy with help from the Bible" Vasegh, S., "Cognitive therapy of religious depressed patients: Common concepts between Christianity and Islam", pp. 177-188.
Oct 9 Class 7	**Introduction to Mindfulness: History, Concepts, & Philosophy** Topics: Historical Underpinnings of Mindfulness Comparison to Western Approaches to Psychology Philosophical Buddhism Change Mechanisms of Mindfulness	Siegel, R. D., Germer, C. K., & Olendzki, A. "Mindfulness: What is it? where did it come from?" pp. 17-36 Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B., "Mechanisms of Mindfulness" pp. 373-386. Wallace, B. A., & Shapiro, S. L., "Mental balance and well-being: Building bridges between Buddhism and Western psychology" pp. 690-701.
Oct 16 Class 8	**Mindfulness in Practice: MBSR & MBCT** Topics: Empirical status of mindfulness-based interventions Scope and specifics of interventions, including change mechanisms	Kuyken, W., Watkins, E., Holden, E., White, K., Taylor, R. S., Byford, S., Evans, A., Radford, S., Teasdale, J. D., & Dalgleish, T., "How does mindfulness-based cognitive therapy work?" pp. 1105-1112. Carmody, J., "Evolving conceptions of mindfulness in clinical settings." pp. 270-280. Fulton, P. R., "Mindfulness-based intervention in an individual clinical setting: What difference mindfulness makes behind closed doors" pp. 407-416
Oct 23 Class 9	**Introduction to Acceptance and Commitment Therapy (ACT)** Topics: Evolution of ACT Key features of the intervention Relationship of ACT to Buddhism &	Harris, R., "Embracing your demons: An overview of Acceptance and Commitment Therapy" pp. 2-8. Hayes, S. C., "Buddhism and Acceptance and Commitment Therapy" pp. 58-66.

	mindfulness	
Oct 30 Class 10	**ACT in Practice** Topics: Empirical status of ACT ACT in different clinical settings The centrality of values in ACT Transdiagnostic status of ACT	Pull, C. B., "Current empirical status of Acceptance and Commitment Therapy" pp. 55-60. Ruiz, F. J., "A review of Acceptance and Commitment Therapy (ACT) empirical evidence: Correlational, experimental psychopathology, component and outcome studies" pp. 125-162.
Nov 6 Class 11	**Mindfulness in Practice II:** **Alternative Cognitive-Behavioral** **Therapies—Morita Therapy and** **Constructive Living**	Hofmann, S. G. "Acceptance and Commitment Therapy: New wave or Morita therapy?" pp. 280–285. Gibson, H. B., "Morita therapy and behaviour therapy" pp. 347-353. Ishiyama, F. I., "Morita Therapy: Its basic features and cognitive intervention for anxiety treatment" pp. 375-381. Hedstrom, L. J., "Morita and Naikan therapies: American applications" pp. 154-160.
Nov 13 Class 12	**Dialectical Behavior Therapy**	Robins, C. J. "Zen principles and mindfulness practice in Dialectical Behavior Therapy" pp. 50-57. Linehan, M.M., "Skills training manual for treating borderline personality disorder." pp. 1-7 & pp 18-58
Nov 20 Class 13	**FINAL PRESENTATIONS**	
Nov 27 Class 14	**FINAL PRESENTATIONS**	
Dec 4 Class 15		

Bibliography

INTRODUCTION

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