

THE UNIVERSITY OF TEXAS AT AUSTIN

SCHOOL OF SOCIAL WORK

Course Number:	SW393R13	Instructors:	
Unique Number:	62995	Clay Shorkey,	Michael Uebel,
Semester:	Fall 2012	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:

- Reading package University Copy Center in the School of Social Work (Telephone 471-8281)
- Hayes, S., Follette, V., & Linehan, M. (Eds.). (2004). *Mindfulness and acceptance: Expanding the cognitive-behavioral tradition*. New York, NY: The Guilford Press.

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** reading reflections throughout the course of the semester. They should be turned in the week following the presentation on that material.

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

Reading Reflections (10)	100 (10 pts each)
Final Paper	35pts.
Attendance	15 pts.
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	150

Attendance:

0 to 1 missed class: 15 points	141-150 (94%-100%) = A
1½ -2 missed classes: 10 points	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.

University Policy

The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of intellectual honesty is maintained by the cooperation of students and faculty members. School policy on this subject can be found in General Information 2007-2008 Scholastic dishonesty in this class may result in a grade of F for the course with possible reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

The University of Texas at Austin provides upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Service for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471- 4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodation

Religious Holidays: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

<u>Date</u>	<u>Description</u>	<u>Text/Readings</u>
Aug 29 Class 1	<p>Introduction</p> <p>Personal Characteristics</p> <p>Primary Prerequisite for Cognitive Change: Clarity of Personal Values</p> <p>Definition of Rational/Adaptive vs. Irrational/Maladaptive</p>	<p>Course Syllabus</p> <p>Ellis “Learning, Living, and Loving” audiotape</p> <p>Ellis “Helping people get better rather than merely feel better” pp. 169-182.</p>
Sept 5 Class 2	<p>Introduction Cont.</p> <p>Basic aspects of REBT</p> <p>Secondary Prerequisite for Cognitive Change: Emotions</p>	<p>Ellis “Aspects of REBT” audiotape</p> <p>Dryden, W. & David, D., “Rational emotive behavior therapy: Current status” pp.195-208.</p> <p>Kellner, R., “Symptom questionnaire (SQ)”</p> <p>Carlson, C.R., Collins, F. L., Stewart, J. F., Porzelius, J., Nitz, J. A., and Lind, C. O., “Emotional assessment scale”</p>
Sept 12 Class 3	<p>Anxiety</p>	<p>Clark, D. A. & Beck, A. T. “Cognitive therapy of anxiety disorders” pp. 31-57; 180-226.</p> <p>Ellis, A. Conquering anxiety. <i>A New Guide to Rational Living</i>, pp. 145-157.</p> <p>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.</p> <p>Spielberger, C.D., Gorsuch, R. L., & Lushene, R., “The state-trait anxiety inventory”</p>

<p>Sept 19 Class 4</p>	<p>Depression</p>	<p>Beck, A. T., “Beck Depression Inventory”</p> <p>Beck, A. T., Rush, A. J., Shaw, B. F., Emery, G., “Cognitive therapy of depression” pp. 1-33; 117-166.</p> <p>Beck, A. T., Ward, C. H., Mendelson, M., Mock, J., & Erbaugh, J., “An inventory for measuring depression” pp. 561-571.</p> <p>Beck, A.T., Weissman, A., Lester, D., and Trexler, L., “The measurement of pessimism: The hopelessness scale” pp. 861-865.</p> <p>Costello, C.G. & Comrey, A. L., “Scales for measuring depression and anxiety” pp. 303-313.</p> <p>Ellis, A. How to feel undepressed though frustrated. <i>A New Guide to Rational Living</i>, pp. 124-137</p> <p>Friedman, M. A. & Whisman, M. A. “Implicit cognition and the maintenance and treatment of major depression”, pp.168-177.</p>
<p>Sept 26 Class 5</p>	<p>Anger</p>	<p>Angry Cognition Scale: http://personality-testing.info/tests/ACS.php</p> <p>Buss, A. & Durkee, A., “An inventory for assessing different kinds of hostility” pp. 343-349.</p> <p>Ellis, A. How to stop blaming and start living. <i>A New Guide to Rational Living</i>, pp. 113-123</p> <p>Fives, C. J., Cong, K., Fuller, J. R., and DiGiuseppe, R., “Anger, aggression, and irrational beliefs in adolescents” pp. 199-208.</p> <p>Martin, R. & Dahlen, E. “The angry cognitions scale: A new inventory for</p>

<p>Sept 26 Class 5 cont.</p>		<p>assessing cognitions in anger” pp. 155-173.</p> <p>Reiley, P. M. & Shopshire, M.S., “Anger management for substance abuse and mental health clients: A cognitive behavioral therapy manual”</p>
<p>Oct 3 Class 6</p>	<p>Religious Variations of Cognitive Therapy</p>	<p>Albert Ellis Institute, “Incorporating religion into rational emotive behavior therapy with the Christian client”</p> <p>Backus, W. & Chapman, M., “Telling yourself the truth” pp. 13-77.</p> <p>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.</p> <p>Robb, H. “How to stop driving yourself crazy with help from the Bible”</p> <p>Vasegh, S., “Cognitive therapy of religious depressed patients: Common concepts between Christianity and Islam”, pp. 177-188.</p>
<p>Oct 10 Class 7</p>	<p>Introduction to Mindfulness: History, Concepts, & Philosophy</p> <p>Topics: Historical Underpinnings of Mindfulness Comparison to Western Approaches to Psychology Philosophical Buddhism Change Mechanisms of Mindfulness</p>	<p>Siegel, R. D., Germer, C. K., & Olendzki, A. “Mindfulness: What is it? where did it come from?” pp. 17-36</p> <p>Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B., “Mechanisms of Mindfulness” pp. 373-386.</p> <p>Wallace, B. A., & Shapiro, S. L., “Mental balance and well-being: Building bridges between Buddhism and Western psychology” pp. 690-701.</p> <p>Christopher, M. S. “Albert Ellis and the Buddha: Rational soul mates? A comparison of Rational Emotive</p>

Oct 10 Class 7 cont.		Behaviour Therapy (REBT) and Zen Buddhism” pp.283-293.
Oct 17 Class 8	<p>Mindfulness in Practice: MBSR & MBCT</p> <p>Topics: Empirical status of mindfulness-based interventions Scope and specifics of interventions, including change mechanisms</p>	<p>Chiesa, A., & Serretti, A., “A systematic review of neurobiological and clinical features of mindfulness meditations” pp. 1239-1252.</p> <p>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.</p> <p>Carmody, J., “Evolving conceptions of mindfulness in clinical settings.” pp. 270-280.</p> <p>Fulton, P. R., “Mindfulness-based intervention in an individual clinical setting: What difference mindfulness makes behind closed doors” pp. 407-416</p>
Oct 24 Class 9	<p>Introduction to Acceptance and Commitment Therapy (ACT)</p> <p>Topics: Evolution of ACT Key features of the intervention Relationship of ACT to Buddhism & mindfulness</p>	<p>Harris, R., “Embracing your demons: An overview of Acceptance and Commitment Therapy” pp. 2-8.</p> <p>Hayes, S. C., “Buddhism and Acceptance and Commitment Therapy” pp. 58-66.</p>
Nov 7 Class 10	<p>ACT in Practice</p> <p>Topics: Empirical status of ACT ACT in different clinical settings The centrality of values in ACT Transdiagnostic status of ACT</p>	<p>Pull, C. B., “Current empirical status of Acceptance and Commitment Therapy” pp. 55-60.</p> <p>Ruiz, F. J., “A review of Acceptance and Commitment Therapy (ACT) empirical evidence: Correlational, experimental psychopathology, component and outcome studies” pp. 125-162.</p> <p>Chapters 4 & 6 in Hayes, Follette, &</p>

Nov 7 Class 10 Cont.		Linehan, <i>Mindfulness and Acceptance: Expanding the Cognitive Behavioral Tradition</i> .
Nov 14 Class 11	Mindfulness in Practice II: Alternative Cognitive-Behavioral Therapies—Morita Therapy and Constructive Living	<p>Hofmann, S. G. “Acceptance and Commitment Therapy: New wave or Morita therapy?” pp. 280–285.</p> <p>Gibson, H. B., “Morita therapy and behaviour therapy” pp. 347-353.</p> <p>Ishiyama, F. I., “Morita Therapy: Its basic features and cognitive intervention for anxiety treatment” pp. 375-381.</p> <p>Hedstrom, L. J., “Morita and Naikan therapies: American applications” pp. 154-160.</p>
Nov 21 Class 12	Dialectical Behavior Therapy	<p>Chapter 2 in Hayes, Follette, & Linehan, <i>Mindfulness and Acceptance: Expanding the Cognitive Behavioral Tradition</i>.</p> <p>Robins, C. J. “Zen principles and mindfulness practice in Dialectical Behavior Therapy” pp. 50-57.</p>
Nov 28 Class 13	FINAL PRESENTATIONS	
Dec 5 Class 14	FINAL PRESENTATIONS	

Bibliography

INTRODUCTION

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