

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number: SW 393R13

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Unique Number: 60020

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Semester: Fall 2019

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Meeting Time/Place:

Office Hours: By appointment

Tuesdays, 5:30pm-8:30pm
Room SSW 2.122

Cognitive Behavioral Therapy

I. STANDARDIZED COURSE DESCRIPTION

This course is designed as an advanced clinical selective for graduate students in the Steve Hicks School of Social Work who wish to increase knowledge and skills for practice in cognitive behavioral therapy (CBT). Students will learn the theoretical and practical foundations of CBT. Students will learn other theories relevant to CBT as well as the CBT practice model. Students will learn how to apply relevant theories and the CBT practice model to client case conceptualization, treatment planning, and intervention. Students will learn the foundational skills, techniques, and structure of delivery of CBT and how to incorporate them with other models of social work practice.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will:

1. Demonstrate the ability to articulate specific cognitive behavioral and interpersonal theories of behavior and behavior change relevant to the CBT practice model.
2. Demonstrate basic competency in applying relevant empirically supported theories and the CBT practice model to the processes of client engagement, assessment, intervention, and evaluation.
3. Demonstrate basic competency in the process of cognitive behavioral case formulation.
4. Demonstrate the ability to structure the course of treatment and individual therapy sessions in a manner consistent with the CBT practice model.
5. Identify the need for and appropriately adapt CBT approaches for use with individuals from diverse social, gender, age, ethnic, and other cultural groups, at risk groups, and other groups with diverse life experiences.
6. Demonstrate awareness of the impact of values conflicts and ethical dilemmas related to the therapeutic process.
7. Demonstrate an ability to integrate the CBT orientation with other models of social work practice.

III. TEACHING METHODS

The primary teaching methods will be in-class lectures, group discussion, role play, video

and live demonstration, group activities, written assignments, and group presentation. Each class contains reading or video assignments that are expected to be completed prior to class. Students are expected to ask questions, share experiences, and actively participate in class discussions.

IV. REQUIRED TEXT AND MATERIALS

Required Textbook:

Beck, J.S. (2011). *Cognitive Behavior Therapy: Basics and Beyond, 2nd Edition*. New York; The Guilford Press.

Additional required readings will be made available via Canvas:

1. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders 5th Edition*. Washington, DC: American Psychiatric Association.
2. Bruchmüller, K., Margraf, J., Suppiger, A., & Schneider, S. (2011). Popular or unpopular? Therapists' use of structured interviews and their estimation of patient acceptance. *Behavior Therapy, 42*(4), 634-643.
3. Chapter 3: Assessment and Formulation. In, Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning Cognitive-Behavior Therapy: An Illustrated Guide*. American Psychiatric Publishing. Washington, DC.
4. Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice, 40*(4), 354.
5. Holm-Denoma JM, Gordon KH, Donohue KF, Waesche M, Castro Y, Brown JS, Jakobsons LJ, Merrill KA, Buckner J, & Joiner TE Jr. (2008). Patients' affective reactions to receiving diagnostic feedback. *Journal of Social and Clinical Psychology, 27*(6), 555-575.
6. Jakobsons, L. J., Brown, J. S., Gordon, K. H., & Joiner, T. E. (2007). When are clients ready to terminate? *Cognitive and Behavioral Practice, 14*(2), 218-230.
7. Nakash, O., & Saguy, T. (2015). Social identities of clients and therapists during the mental health intake predict diagnostic accuracy. *Social Psychological and Personality Science, 6*(6), 710-717.
8. Ryan, R. M., & Deci, E. L. (2008). A self-determination approach to psychotherapy: The motivational basis for effective change. *Canadian Psychology, 49*, 186-193.
9. Young, J. E. & Beck, A. T. (1980). *Cognitive Therapy Rating Scale Manual*. Philadelphia, PA; Beck Institute for Cognitive Therapy.

V. COURSE REQUIREMENTS

Students are required to attend all classes, complete all reading/video assignments, participate

meaningfully in class discussions, and turn in all written assignments. Ten written homework/small assignments will be completed at 10 points each, for a total of 100 points. One group presentation will be completed worth 25 points. Thus, student grades will be based on the percentage of points earned out of 125.

VI. GRADES

The grading scale for this course is as follows:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Attendance and Participation: Class will start promptly at 5:30 pm. Students are expected to attend all classes and arrive on time. Students are expected to be prepared for each class, complete and turn in all assignments, and contribute meaningfully each week's discussions. If a student cannot attend a class, they should notify Dr. Castro ahead of time. Students should notify Dr. Castro as soon as possible after a documented, unforeseen emergency that has caused them to miss class with no prior notice. If a student has a documented, unforeseen emergency that affects their attendance in this course, they should be prepared to approach Dr. Castro about it with official documentation of the unforeseen emergency. In the case of an absence due to a documented and unforeseen emergency, Dr. Castro will assist the student in getting caught up with the missed class. **Please refrain from engaging in side conversations during lecture.**

Course Assignments: Almost every week, students will turn in a written homework assignment or an assignment that was completed in class. The purpose of these assignments is to provide students with opportunities for hands-on practice with CBT skills and to gain insight on the experience of learning CBT skills from the perspective of a client. Students will receive specific instructions for each assignment before the end of class in the week before the assignment is due. Only hard copies of assignments will be accepted, and must be turned in at the beginning of class on the day that it is due, or before the end of class if the assignment is completed in class. No late assignments will be accepted under any circumstances.

The purpose of group presentation is allow students to integrate material learned throughout the semester and apply it to a hypothetical case study. One 20-minute group case conceptualization presentation will be during the last two days of class. Case conceptualization presentations will

be conducted in groups of 4, and groups will be arbitrarily assigned. Students will receive full instructions on the group presentation in a separate document.

Electronic Devices in the Classroom: Students' use of computers and smartphones is strictly prohibited except when explicitly allowed by Dr. Castro for the purposes of instruction. Electronic devices may not remain open and idle or be used for note-taking. The use of laptops or smartphones for other purposes (e.g., instant messaging, video chat, playing games, internet browsing, etc.), except as explicitly authorized by Dr. Castro constitutes unprofessional behavior. Students using laptops, smartphones, or other electronic devices during class will be dismissed from class and this dismissal will constitute an unexcused absence. Students must turn mobile phones to silent when they enter the classroom. Phones must be completely silent. Placing phones on vibrate is not acceptable.

Use of Canvas Web Site: Web-based, password-protected class sites using Canvas software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging email, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>. This class will utilize Canvas for distribution of class readings and any other written or presentation materials, and recording of student grades.

VIII. UNIVERSITY POLICIES

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 AND CIVILITY IN THE CLASSROOM. 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing

reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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 Steve Hicks 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 Steve Hicks 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/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the

specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

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, examination, work assignment, or 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.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, The University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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 at <http://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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

IX. COURSE SCHEDULE

Date	Topic	Readings/(Tentative)Assignment Due
<u>Day 1</u> 9/3	Introductions and syllabus review Introduction to Cognitive Behavioral Therapy	Beck, Ch 1 Young & Beck, 1980
<u>Day 2</u> 9/10	Cognitive Behavioral Theory Identifying Thoughts, Emotions and Behaviors	Beck Ch 3 , 9, 10 <i>Homework 1(Form 1.4)</i>
<u>Day 3</u> 9/17	Self-Determination Theory Foundational therapeutic skills (OARS)	Ryan & Deci 2008 Hays, 2009 <i>Homework 2 (Form 1.2)</i>
<u>Day 4</u> 9/24	The evaluation session	Beck Ch 4 Persons, Chapter 5 DSM-5 pgs. 749-754 <i>Homework 3 (Form 1.2)</i>
<u>Day 5</u> 10/1	The evaluation session Case formulation	Beck Ch 19 Bruchmuller 2011 Nakash 2015 <i>Homework 4 (MINI Video practice)</i>
<u>Day 6</u> 10/8	Case formulation Treatment goals	Wright et al, Ch 3 <i>Homework 5 (1 Unique contribution to CC Worksheet DUE FRIDAY 10/11)</i>
<u>Day 7</u> 10/15	The first therapy session Structure of subsequent sessions Homework	Beck Ch 5, 7, 8 Holm-Denoma et al., 2008
<u>Day 8</u> 10/22	Cognitive Behavioral Therapy techniques (e.g., evaluating automatic thoughts, examining the evidence, restructuring thoughts, behavioral experiments, others TBD)	TBD <i>Homework 6 (Case Conceptualization Worksheet)</i>
<u>Day 9</u> 10/29		TBD <i>Homework 7 (TBD)</i>
<u>Day 10</u> 11/5		TBD <i>Homework 8 (TBD)</i>
<u>Day 11</u> 11/12		TBD <i>Homework 9 (TBD)</i>
<u>Day 12</u> 11/19	Progress monitoring and termination	Beck Ch 21 Jakobsons et al., 2007
<u>Day 13</u> 11/26	Group Case Conceptualization Presentations	<i>Assignment 10</i>
<u>Day 14</u> 12/3	Group Case Conceptualization Presentations	<i>Assignment 10</i>

X. Bibliography

1. Asnaani, A., & Hofmann, S. G. (2012). Collaboration in multicultural therapy: Establishing a strong therapeutic alliance across cultural lines. *Journal of Clinical Psychology, 68*(2), 187-197.
2. Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191.
3. Cardemil, E. V., & Battle, C. L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice, 34*(3), 278.
4. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227-268.
5. Graham, J. R., Sorenson, S., & Hayes-Skelton, S. A. (2013). Enhancing the cultural sensitivity of cognitive behavioral interventions for anxiety in diverse populations. *The Behavior Therapist, 36*(5), 101.
6. Hays, P. A. (2008). *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy*. American Psychological Association.
7. Leahy, R. L. (Ed.). (2006). *Roadblocks in Cognitive-Behavioral Therapy: Transforming Challenges into Opportunities for Change*. Guilford Press.
8. Leahy, R. L. (2008). The therapeutic relationship in cognitive-behavioral therapy. *Behavioural and Cognitive Psychotherapy, 36*(6), 769-777.
9. Leahy, R. L. (2017). *Cognitive Therapy Techniques: A Practitioner's Guide*. Guilford Publications.
10. Markland, D., Ryan, R. M., Tobin, V. J., & Rollnick, S. (2005). Motivational Interviewing and self-determination theory. *Journal of Social and Clinical Psychology, 24*(6), 811-831.
11. Miller, W. R., & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change*. Guilford press.
12. Miranda, J., Bernal, G., Lau, A., Kohn, L., Hwang, W. C., & LaFromboise, T. (2005). State of the science on psychosocial interventions for ethnic minorities. *Annual Review of Clinical Psychology, 1*, 113-142.
13. Palmiter Jr, D. J. (2016). *Practicing Cognitive Behavioral Therapy with Children and Adolescents: A Guide for Students and Early Career Professionals*. Springer Publishing Company.
14. Persons, J. B. (2012). *The Case Formulation Approach to Cognitive-Behavior Therapy*. Guilford Press.
15. Sheldon, K. M., Williams, G., & Joiner, T. (2008). *Self-Determination Theory in the Clinic: Motivating Physical and Mental Health*. Yale University Press.
16. Sudak, D. M., Codd III, R. T., Ludgate, J. W., Sokol, L., Fox, M. G., Reiser, R. P., & Milne, D. L. (2015). *Teaching and Supervising Cognitive Behavioral Therapy*. John Wiley & Sons.
17. Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning Cognitive-Behavior Therapy: An Illustrated Guide*. American Psychiatric Publishing.