

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

Course Number:	SW 393R13	Instructor:	Rosa Tupina Yaotonalcuahtli, LCSW
Unique Number:	61715	Email:	tupinarosa@yahoo.com
Semester:	Fall 2021	Office:	Zoom
Meeting Time:	Tuesdays 5:30pm – 8:30pm	Office Phone:	tupinarosa@yahoo.com
Meeting Place:	SSW 2.122 Online/Internet	Office Hours:	By appointment, via zoom

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 lecture, small group discussion and activities, role play exercises, video and live demonstration, quizzes, individual assignments and group assignments.

IV. REQUIRED TEXT AND MATERIALS

Required Texts and Materials (3 Texts)

- 1) Cognitive-Behavioral: Approaches for Counselors, Diane Shea
- 2) The Mindful Way Through Depression: Freeing Yourself from Chronic Unhappiness, Mark Williams, John Teasdale, Zindel Segal and John Kabat-Zinn
- 3) DBT Skills Training Manual, 2nd Edition, Marsha M. Linehan
- 4) Additional required readings and resources will be made available via Canvas.

V. COURSE REQUIREMENTS

Students are required to attend all classes, complete all preparatory work and assignments, turn assignments in on time, and participate meaningfully in class discussions and activities. Reading assignments will provide the basis for discussions. Students are encouraged to ask questions and make comments during lectures. Students' questions and comments provide the professor and important assessment tool for whether readings are being completed before class.

Each student will submit several brief assignments throughout the course of the semester. Details of the assignments will be provided and available via Canvas. Assignments will include videos and exercises.

VI. GRADES

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.

Students are expected to attend all classes and arrive on time on days when class convenes. *Students requesting entry more than 10 after their designated meeting time will be considered late and will not be allowed entry into the class.* Students are expected to be prepared for each class, complete and turn in all assignments, and contribute meaningfully each class discussions. If a student cannot attend a class, they should notify professor Yaotonalcuauhtli ahead of time. Students should also notify as soon as possible after a *documentable, unforeseen emergency* that has caused them to miss class with no prior notice. If a student has a documentable, unforeseen emergency that affects their attendance in this course, they should be prepared to approach their professor about it with official documentation of the unforeseen emergency. *In the case of an absence due to a documented and unforeseen emergency, Professor Yaotonalcuauhtli will assist the student in getting caught up with the missed class.*

COURSE ASSIGNMENTS. Almost every week, students will complete homework in the form of a written assignment or an online quiz. The purpose of the written 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. The purpose of the quizzes is to serve as periodic knowledge and comprehension checks for students and to serve as a source of feedback for the instructor, who uses quiz performance to assess what concepts and lessons require clarification or review. Students will receive specific instructions for each written assignment or notice that a quiz will be posted on Canvas before the end of class time one week before the homework assignment/quiz is due. *Late homework assignments will not be accepted and make up quizzes will not be allowed under any circumstances.*

The purpose of the group Case Conceptualization assignment is to give the students the opportunity to demonstrate their ability to synthesize and apply the knowledge and skills learned in the first half of the class related to developing an understanding of the client's problems under the lens of the cognitive behavioral theory. Furthermore, the group format is meant to encourage peer consultation and consideration of diverse viewpoints. The purpose of the partner Video Role Play assignment is to demonstrate competency in the administration of cognitive behavioral therapy. Partners will take turns in the roles of clinician and client to assist each other in completing the assignment. *Late Case Conceptualizations will not be accepted under any circumstances. Video Role Plays will ONLY be accepted late in the event of a documentable, unforeseen emergence that has caused the student to be unable to submit the assignment on time.* If a student experiences such an event, they should be prepared to approach Professor Yaotonalcuauhtli with documentation of the unforeseen emergency.

All Assignments must be submitted via Canvas *prior to the start of class* on the day that it is due. Do not submit assignments to Professor Yaotonalcuauhtli via email.

USE OF THE 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 exclusively for the distribution of class readings and any other written or presentation materials, and recording of student grades. Links to online course meetings are available via the Canvas course website. *Only assignments submitted via Canvas will be accepted. Absolutely no assignments will be accepted by Professor Yaotonalcuauhtli via email without her explicit PRIOR permission.* Please plan accordingly.

The primary mode of communication for this course will be email via the Canvas course website. Note below (in University Policies) that email is an official form of communication for The University of Texas at Austin and students are strongly encouraged to check their email daily.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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/>.

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.

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>.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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	Assignment	Readings
<u>August 25</u>	Introduction to the Course Syllabus, Intro to Class		Shea, D. Cognitive Behavioral Approaches for Counselors: p. XVII-XXII, 1-19, & 39-58
<u>September 1</u>	Behavioral Therapy Overview of CBT	CBT Role Play	
<u>September 8</u>	CBT Theories		Linehan, M. DBT skills training manual Part I, Chapters 1 and 5
<u>September 15</u>	DBT Introduction		Linehan, M. DBT skills training manual Part II, Chapters 7, 8, and
<u>September 22</u>	DBT Mindfulness Module and Interpersonal Effectiveness Module	Mindfulness Exercise and Movie Clip Critique	Linehan, M. DBT skills training manual Part II, Chapters 9 and 10
<u>September 29</u>	CBT and Mindfulness		Williams, M., The Mindful Way through Depression p. 1-95
<u>October 6</u>	More CBT Inventories (beginning measures) Values Sort Assignment		Shea, D. Cognitive Behavioral Approaches for Counselors: p.21-38, 75-86 & 59-73
<u>October 13</u>	Group Assignments for CBT and DBT	Interpersonal Effectiveness DEARMAN Role Play	Shea, D. Cognitive Behavioral Approaches for Counselors: p.21-38, 75-86 & 59-73

<u>October 20</u>	Speaker: Intro to CPT		Williams, M., The Mindful Way through Depression p. 96-139 & 161-227 Information will be provided through Canvas
<u>October 27</u>	Behavior Chain Analysis Mental Status Diary Cards		Handouts to be provided through Canvas
<u>November 3</u>	Speaker:		Information will be provided through Canvas
<u>November 10</u>	DBT Target Behaviors Behavior Chain Analysis Dialectical Dilemmas Middle Path	Target Behavior and Behavior Chain Analysis Assignment	Handouts to be provided through Canvas
<u>November 17</u>	DBT Emotion Regulation and Distress Tolerance		Linehan, M. DBT skills training manual Part II, Chapters 9 and 10
<u>HOLIDAY</u> <u>November 24</u>	THANKSGIVING		
<u>December 1</u>	Bringing it all together! Wrap Up		

Grading scale and Assignments will be added to the syllabus before distributing

X. BIBLIOGRAPHY

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