

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

Course Number:	SW 393R13	Instructor:	Abby Blankenship, PhD
Unique Number:	61615	Email:	Blankenshipa@utexas.edu
Semester:	Fall 2022	Office:	Zoom
Meeting Time/Place:	Tuesdays	Office Phone:	Zoom
	5:30pm – 8:30pm SSW 2.122	Office Hours:	By appointment, 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 and 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

Teaching methods will include lecture, group discussion, group exercises, audio-visual materials, role play, video and live demonstration, and written assignments.

IV. REQUIRED TEXT AND MATERIALS

Required Textbooks:

1. Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning Cognitive- Behavior Therapy: An Illustrated Guide*. American Psychiatric Publishing.
2. Yalom, I. D. (2002). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and their Patients*. Harper Collins Publishing.

Additional required readings will be made available via Canvas:

1. Brian et al. (2017). Effect of crisis response planning vs. contracts for safety on suicide risk in U.S. Army Soldiers: A randomized clinical trial. *Journal of Affective Disorders*, 212, 64-72.
2. Foa et al. (2019). *Prolonged Exposure Therapy for PTSD*. Oxford University Press.
3. Hayes (2005). *Get out of Your Mind and into your Life: Acceptance and Commitment Therapy*.
4. Lee et al. (2011). Antecedents and consequences of three dimensions of burnout in psychotherapists: A meta-analysis. *Professional Psychology: Research and Practice*, 42(3),252-258.
5. McKay et al. (2019) *The Dialectical Behavior Therapy Skills Workbook*. New Harbinger Publications.
6. Resick et al. (2017). *Cognitive Processing Therapy for PTSD*. Guildford Press.
7. Sloan & Marx (2019). *Written Exposure Therapy for PTSD: A Brief Treatment Approach for Mental Health Professionals*. American Psychological Association.
8. Stahl et al. (2019). *A Mindfulness-based Stress Reduction Workbook*. New Harbinger Publications.
9. Strupp et al. (1979). Specific vs Nonspecific Factors in Psychotherapy. *Archives of General Psychiatry*, 36 (10), 1125-1136.

****Additional required readings will be made available either in class or on Canvas****

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 discussion will be a metric for whether readings were completed outside of class.
- Each student will complete 6 assignments (25 points per assignment) and a final presentation (50 points) and paper (50 points). Grading rubrics will be made available for each assignment, and the final present and paper. The total points for this course is 250.

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

Class attendance is required. Students may miss no more than 2 class sessions. Students who fail to attend class on a regular basis (missing more than 2 classes without a valid documentation, e.g., medical, death, etc.) 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 *arrive* in the middle of class (90 minutes into class) or *leave* in the middle of class (90 minutes before class ends) will be counted as attending 1/2 of the class.

It is expected that you will participate in class discussions. Participation in class discussion includes: summarizing content, thinking critically, and respecting others' opinions regarding the reading assignments.

You will be assigned a partner for the entire semester to be successful in the completion of a number of assignments you will need to work collaboratively with you partner.

Late Assignments

Assignments are due by the beginning of class. The beginning of class is Tuesdays at 5:30 pm. Assignments that are past the deadline without valid documentation will automatically lose one grad level prior to the final grade.

Student Concerns

Students who would like to discuss a concern with the professor related to the class should make an appointment at time mutually convenient.

Use of the Canvas Website

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 or online. For information on restricting directory information see: https://registrar.utexas.edu/schedules/199/print/front#P97_11126

This class will utilize Canvas for the distribution of class readings and any other multi-media content. Assignments may be submitted via Canvas. 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 Due this Class	Readings for Next Class
8/23	Syllabus Review Introductions Partner Assignments		
8/30	No Class: Complete all readings and Assignment 1 Prior to class on 9/6.		Wright et al. (2017). Learning Cognitive-Behavior Therapy (Second Edition). Chapter 1, P. 1-23. Yalom (2002). The Gift of Therapy. Introduction, P. XIII-XXI; Chapter 10, P. 33-32. Strupp et al. (1979). Specific vs Nonspecific Factors in Psychotherapy. <i>Archives of General Psychiatry</i> , 36 (10), 1125-1136.

9/6	Theoretical Orientation	<p>Assignment 1: Identify the therapy for your final paper, review one empirical article and write a two-page review of the article. Summarize: introduction, methods, analysis, findings, and discussion.</p>	<p>Wright et al. (2017). Learning Cognitive-Behavior Therapy (Second Edition). Chapter 2, P. 27-33; Chapter 3, P. 45-62.</p> <p>Yalom (2002). The Gift of Therapy. Chapter 2, P. 4-5; Chapter 3, P. 6-10; Chapter 69, 206-207.</p>
9/13	Assessment, Formulation, and Building Rapport		<p>Wright et al. (2017). Learning Cognitive-Behavior Therapy (Second Edition). Chapter 9, P. 215-231; Chapter 10, P. 233-262.</p> <p>Yalom (2002). The Gift of Therapy. Chapter 84, P. 21-255; Chapter 85, P. 256-259.</p> <p>Brian et al. (2017). Effect of crisis response planning vs. contracts for safety on suicide risk in U.S. Army Soldiers: A randomized clinical trial. <i>Journal of Affective Disorders</i>, 212, 64-72.</p>
9/20	High Risk Assessment and Intervention	<p>Assignment 2: With your colleague pretending to be a patient completed a case formulation worksheet</p>	<p>Wright et al. (2017). Learning Cognitive-Behavior Therapy (Second Edition). Chapter 4, P. 63-92.</p>

			Yalom (2002). The Gift of Therapy. Chapter 4, P. 11-12; Chapter 5, P. 13-16; Chapter 6, P. 17-22; Chapter 7, P. 23-25; Chapter 8, P. 26-29; Chapter 53 P. 160-161.
9/27	Enhancing Motivation and Delivering Psychoeducation		Resick et al. (2017). Cognitive Processing Therapy for PTSD. Chapter 4, 62-82; Chapter 5, 83-100.
10/4	Cognitive Psychotherapy Rationale	Assignment 3: with your colleague pretending to be a patient and completed a crisis response plan for suicide	Wright et al. (2017). Learning Cognitive-Behavior Therapy (Second Edition). Chapter 5, P. 93-126; Chapter 8, P. 187-214.
10/11	Cognitive Psychotherapy Techniques		Lee et al. (2011). Antecedents and consequences of three dimensions of burnout in psychotherapists: A meta-analysis. <i>Professional Psychology: Research and Practice</i> , 42(3),252-258. Yalom (2017). The Gift of Therapy. Chapter 9, 30-32; Chapter 12, 40-43; Chapter 13, 44-45
10/18	Burnout and Self-Care	Assignment 4: With your colleague pretending to be a patient complete an intake interview and corresponding note	Foa et al. (2019). Prolonged Exposure Therapy for PTSD. Chapter 3, P. 43-53. Sloan & Marx (2019). Written exposure Therapy for PTSD: A brief Treatment Approach for Mental Health Professionals. Chapter 4, P. TBD

10/25	Behavioral Psychotherapy Rationale		Wright et al. (2017). Learning Cognitive-Behavior Therapy (Second Edition). Chapter 6, P. 127-157; Chapter 7, P. 159-186; Chapter 11, P. 263-275
11/1	Behavioral Psychotherapy Techniques	Assignment 5: With your colleague pretending to be a patient deliver the rationale for progressive muscle relaxation	Stahl et al. (2019). A mindfulness-based stress reduction workbook. Introduction, P. 1-17; Chapter 1, 17-31. Hayes (2005). Get out of Your Mind and Into your Life: Acceptance and Commitment Therapy. Introduction P. 1-9. McKay et al. (2019) The dialectical behavior therapy Skills workbook. Introduction P. 1-3
11/8	Third Wave Behavioral Therapies		TBD
11/15	Student Presentations	Assignment 6: With your colleague pretending to be a patient develop a behavioral hierarchy	TBD
11/21-11/26	Fall Break		
11/29	Student Presentations		
12-10 & 12	Final Paper Due		

X. BIBLIOGRAPHY

- Brian et al. (2017). Effect of crisis response planning vs. contracts for safety on suicide risk in U.S. Army Soldiers: A randomized clinical trial. *Journal of Affective Disorders*, 212, 64-72.
- Foa et al. (2019). Prolonged Exposure Therapy for PTSD. Oxford University Press.
- Hayes (2005). Get out of Your Mind and Into your Life: Acceptance and Commitment Therapy.
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- Strupp et al. (1979). Specific vs Nonspecific Factors in Psychotherapy. *Archives of General Psychiatry*, 36 (10), 1125-1136.
- Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning Cognitive-Behavior Therapy: An Illustrated Guide*. American Psychiatric Publishing.
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