

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

Course Number:	SW 393R13	Instructor:	E. Ebert
Unique Number:	61620	Email:	erin.ebert@utexas.edu
Semester:	Fall 2022	Office:	
Meeting Time/Place:	Wednesdays	Office Phone:	512-465-2022
	5:30pm - 8:30pm	Office Hours:	Wednesdays, 4:15-5:15pm
	SSW 1.212		Other times by appointment

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, and written assignments. 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

1. Beck, J. S. (2020). *Cognitive behavior therapy* (3rd ed.). Guilford Press.
2. Hayes, S., Strosahl, K., Wilson, K. (2012). *Acceptance and Commitment Therapy: The process and practice of mindful change* (2nd Ed.) Guilford Press.
3. Additional readings will be made available on 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 an important assessment tool for whether readings are being completed before class.

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: 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 the professor ahead of time.

Course Assignments:

Course will be comprised of 100 points broken down as follows:

Participation: 30 points (2 points per class period)

Reflection Papers: 40 points (Four 10- point papers)

Group Project: 25 points

Group Project Assessment: 5 points

Participation is based upon 2 points per day. A full 2 points will be awarded for

engagement in class discussion and evidence of reading prior to class session. Attendance is essential for these points. You cannot earn points for participation if you are not present. Students will complete 4 reflection papers and will receive specific instructions for each assignment before the end of class in the week before the assignment is due. The group project will be presented as a case conceptualization through a specific lens and presented on the last day of class. A separate handout with the expectations will be made available when the groups are assigned. The assessment is a short paper reviewing each student's participation in the group and must include an element of self-assessment.

Electronic Devices in the Classroom: Electronic Devices are discouraged from being used in the classroom. Collaborative conversation and participation are essential elements of this course, and electronics can distract from the ability to be fully engaged. Please refrain from using electronic devices/phones/laptops during class.

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

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.

4. IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
August 24	Course Introduction, Syllabus review, Values		Beck Ch. 1, Hayes 11
August 31	Overview of CBT / ACT / DBT		Beck Ch. 2 & 3
September 7	Behavior Change, Ethics and inherent bias	Reflection Paper 1 Monday September 4	Hayes Ch. 1 & 2
September 14	DBT		DBT Reading from Canvas
September 21	ACT		Hayes Ch. 6
September 28	Intakes / First Sessions		Beck 5, 6, 9
October 5	Treatment Planning / Target Setting / Diary Cards	Reflection Paper 2	Hayes Ch. 4
October 12	Emotions and approaches to emotions		Beck Ch. 13 DBT reading on Canvas
October 19	DBT Skills: Automatic Thoughts, Checking the Facts, and skills		Beck Ch. 12, 14, 15 DBT reading on Canvas

October 26	ACT Skills: Metaphors, Psychological Flexibility, Committed Action	Reflection Paper 3	Beck Ch. 20 Hayes Ch. 3, 10, 12
November 2	Mindfulness		Beck Ch. 16 Canvas reading
November 9	Monitoring progress, termination, relapse prevention		Beck Ch. 21, 22
November 16	Guest Lecture from the field		
November 23	NO CLASS	Reflection Paper 4 due by Sunday 11/27	NO CLASS
November 30	Wrapping it up & Putting it together	<i>Case Conceptualization Group Presentations & Assessment</i>	No reading–group presentations

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X. BIBLIOGRAPHY

Beck, J.S. (2011). *Cognitive Behavior Therapy: Basics and Beyond, 3rd Edition*. New York; The Guilford Press.

Hayes, S.C, Strosahl, K.D., & Wilson, K.G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd edition). New York, NY: The Guilford Press

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

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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.

Linehan, M., M., (2014). *DBT Training Manual*. New York, NY: The Guilford Press.

Linehan, M. M. (2014). *DBT (R) skills training handouts and worksheets, second edition* (2nd ed.). Guilford Publications