

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

Course Number:	SW 393R13	Instructor:	Erin Ebert (MacDonald)
Unique Number:	61970	Email:	erin.ebert@austin.utexas.edu
Semester:	Fall 2023	Office:	
Meeting Time/Place:	Tuesday evenings	Office Phone:	512-465-2022
	5:30-8:30PM	Office Hours:	By appointment only
	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 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 interventions. 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. Tolin, David F (2016). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions*. Guilford Press.
2. Additional required readings will be made available in class or 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.

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

Attendance and Participation (15 points): 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 to each week's discussions. Participation is based upon 1 point per day. A full point 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. If a student cannot attend a class, they should notify the professor ahead of time.

Skills Labs (3 at 5 points each totaling 15 points):

Skills labs days will happen 3 times throughout the semester. Students will have the opportunity to practice skills and techniques related to CBT and adjacent therapeutic modalities. These days will require presence and participation, as the course day will be reserved solely for the skills lab tasks, and all tasks/activities will be during the class meeting times.

Reflection Papers (3 at 6 points each totaling 18 points): Each student will write three 2-3 page reflection papers. One will be at the beginning of the semester, one mid-semester, and the other at the end of the semester.

Case Formulation & Treatment Plan Group Paper (20 points): The objectives of this assignment are for the student to demonstrate the ability to organize and describe case material using CBT or related framework and to demonstrate their ability to link a client assessment and case formulation to an appropriate treatment plan. This will be compiled into a 10-12 page paper. Further expectations for this paper will be provided in class.

Case Formulation & Treatment Plan Presentation (10 points)

Groups will present their case assessment and demonstrate part of the treatment plan. Students will have a choice as to what they wish to cover in their presentation (beginning/middle/end of the

therapy, etc.). Members do need to work equitably—though that doesn't always mean everyone does the exact same thing. There will be an opportunity to reflect on the group work division and how the group functioned together. The professor reserves the right to assign individual grades if the feedback from fellow group members make it evident that the tasks were not worked on equitably or collaboratively.

Peer Feedback & “Case Consultation” (2)

As you move forward in your social work career, giving feedback and providing case collaboration/consultation is an important part of developing your skills—as well as those of your colleagues. These points will be awarded during the group presentations. Each student will have a form to fill out (yes—old school paper and pen/pencil!) where they can write feedback/think about questions. Then, this will be turned in to the professor. Points can be awarded based on written work—not just oral feedback!

Individual Research Paper (20 points): Each student will draw a diagnosis at random that often is treated by CBT/other related behavioral therapies (i.e. GAD, PTSD, OCD). Students are asked to research their diagnosis and the way CBT/other related behavioral therapies are utilized for successful treatment. This will be compiled into a 5-6 page paper. Further expectations for this paper will be provided in 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

CLASS ATTENDANCE: 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. Repeated tardiness will result in an absence. If you believe you will be late to class, please alert the instructor via email or canvas message.

In the event of a CANCELED class the professor reserves the right to provide an alternative activity (likely a discussion board post on Canvas). Participation in the task will count for attendance if completed by the date specified.

If a student cannot attend a class (or need to leave early/arrive late), they should notify professor ahead of time. Students should also notify the professor 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 the professor about it with official documentation of the unforeseen emergency.

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—though this does not mean agreement!

LATE ASSIGNMENTS: Assignments are due by deadline given on syllabus. Assignments that are past the deadline without valid documentation will automatically lose one grade level prior to the final grade.

Student should notify the professor as soon as possible after a ***documentable, unforeseen emergency*** that has/would cause an assignment to be late or if an extension is needed. ***In the case of a late assignment/extension request due to documented and unforeseen emergency, the professor will assist the student in getting caught up with the assignment without penalty.***

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.

ELECTRONIC DEVICES IN THE CLASSROOM: Electronic Devices are discouraged from being used in the classroom unless it's for academic purposes. Collaborative conversation and participation are essential elements of this course, and electronics can distract from the ability to be fully engaged. Points will be taken away from participation grade if electronic devices are being misused.

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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

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	Readings
08/22/23	Introductions Syllabus Review Class Values Group Formation What is CBT? Thinking Like a CBTer		Tolins (pgs., 1-19)

08/29/23	Behavioral System Cognitive System Emotional System	<i>Reflection 1</i>	Tolins (pgs., 21-93)
09/05/23	Creating Meaty Conceptualizations Where to Start Therapy Assessment & Case Formulation Creating the Therapeutic Alliance		Tolins (pgs., 94-160)
09/12/23	Behavioral Level Interventions		Tolins (pgs., 161-232)
09/19/23	SKILLS LAB #1		Tolins (pgs., 237-302)
09/26/23	Cognitive Level Interventions		Tolins (pgs., 303-370)
10/03/23	Cognitive Level Interventions Emotional Level Interventions		Tolins (pgs., 371-429)
10/10/23	Culture Competence & Considerations Pros/Cons of CBT	<i>Reflection 2</i>	Canvas Readings

10/17/23	SKILLS LAB #2		Canvas Readings
10/24/23	ACT		Canvas Readings
10/31/23	GROUP PROJECT meeting day	<i>Individual paper due</i>	Canvas Readings
11/07/23	DBT		Canvas Readings
11/14/23	SKILLS LAB #3		
11/21/23	HOLIDAY BREAK NO CLASS		
11/28/23	Group Presentations *Last Day of Class*	<i>GROUP PRESENTATION & PAPER</i>	
MON. 12/04/23	No Class, Last Day of Semester	<i>Final Reflection</i>	

X. BIBLIOGRAPHY

- 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
- Tolin, David F (2016). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions*. Guilford Press.