

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

Course Number:	393R13	Instructor:	Ashley Harmon
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Semester:	Fall 2024	Office:	
Meeting Time/Place:	Wednesdays	Office Phone:	512-815-5949
	5:30-8:30PM	Office Hours:	By appointment only
	BEN 1.126		

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 (2024). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions (Second Edition)*. 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 200 points broken down as follows:

Attendance and Participation (30 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 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. If a student cannot attend a class, they should notify the professor ahead of time.

Homework Assignments (38 points): The aim of the homework assignments is for students to apply and practice what they are learning in the course. Assignments will be based off of a personal target and practice worksheets assigned by professor. Each homework assignment will be worth 2 points. Further expectations for these assignments will be provided in class.

Reflection Paper (12 points): Each student will write a 2-3 page reflection paper at the end of the semester in regards to personal experience of CBT with personal target chosen at the beginning of the semester. Further expectations for this assignment will be provided in class.

Case Formulation & Treatment Plan (Individual) Paper (50 points): The objectives of this assignment are for the student to demonstrate the ability to organize and describe case material using CBT framework and to demonstrate their ability to link a client assessment and case formulation to an appropriate treatment plan. This will be compiled into an 8-10 page paper. Further expectations for this paper will be provided in class.

Movie-Based Case Conceptualization & Treatment Plan Group Paper & Presentation (70 points): This is a group assignment. The objectives of this assignment are for the group to work together and demonstrate the ability to link a client assessment and case formulation to an appropriate treatment plan based off an assigned movie. Each group will present their movie case

assessment, formulation, and treatment plan to class in addition to turning in a 7-8 page written report. Further expectations for this assignment will be provided in class.

VI. GRADES

Grading Scale

[No A+] 94.0 and Above 90.0 to 93.999	A A-	87.0 to 89.999 84.0 to 86.999 80.0 to 83.999	B+ B B-	77.0 to 79.999 74.0 to 76.999 70.0 to 73.999	C+ C* C-	67.0 to 69.999 64.0 to 66.999 60.0 to 63.999 Below 60.0	D+ D D- F
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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. 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.

If a student cannot attend a class (or need to leave early/arrive late), they should notify the 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. ***In the case of an absence due to a documented and unforeseen emergency, the professor will assist the student in getting caught up with the missed 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.

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

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not

maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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:

<https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

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

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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
08/28/24 Class #1	Introductions Syllabus Review What is CBT? Thinking Like a CBTer CBT Session Behavioral System Cognitive System Emotional System		Tolins (pgs., 1-100)
09/04/24 Class #2	Creating Meaty Conceptualizations Where to Start Therapy Assessment & Case Formulation Creating the Therapeutic Alliance	<i>Understanding Your Behavioral System (pgs. 51-52</i> <i>Listing Interpretations (pg. 87)</i>	Tolins (pgs., 102-205)

	Behavioral Level Interventions		
09/11/24 Class #3	Behavioral Level Interventions	<i>Identifying Emotions (pg. 101)</i> <i>Making a Solid Case Conceptualization (pg. 115)</i>	Tolins (pgs., 208-285)
09/18/24 Class #4	Behavioral Level Interventions Cognitive Level Interventions	<i>Motivation to Change (pg. 155)</i> <i>Goal Setting (pg. 185)</i>	Tolins (pgs., 286-352)
09/25/24 Class #5	Cognitive Level Interventions Emotional Level Interventions	<i>Situation Selection & Stimulus Control (pg. 206-207)</i> <i>Behavioral Self-Monitoring (pg.245)</i>	Tolins (pgs., 354-463)
10/02/24 Class #6	Cultural Proficiency & Considerations Pros/Cons of CBT TF-CBT	<i>Behavioral Charting (pg. 246-247)</i> <i>Contingency Contracting (pg. 248)</i>	Tolins (pgs., 404-463)
10/09/24 Class #7	CBT-I	<i>Activity Scheduling (pg. 262-263)</i>	Canvas Readings

	Mindfulness MBCT	<i>Exposure</i> (pg. 301) <i>Case Formulation & Treatment Plan Paper</i>	
10/16/24 Class #8	*Guest Speaker* DBT	<i>Problem Solving</i> (pg. 330) <i>Finding Distortions</i> (pg. 353)	Canvas Readings
10/23/24 Class #9	DBT ACT	<i>Restructuring Thoughts</i> (pg. 384) <i>Cognitive Acceptance</i> (pg. 403)	Canvas Readings
10/30/24 Class #10	ACT RO-DBT	<i>Identifying & Challenging Intermediate & Core Beliefs</i> (pg. 429)	Canvas Readings
11/06/24 Class #11	RO-DBT Presentations	<i>Relaxation & Breathing Retraining</i> (pg. 444) <i>Acceptance of Emotions & Physical Sensations</i> (pg. 464)	Canvas Readings
11/13/24	Presentations		

Class #12			
11/20/24 Class #13	Presentations (if needed) Wrap Up *Guest Speaker* *Last Day of Class*	<i>Movie-Based Case Conceptualization & Treatment Plan Group Paper</i>	
11/27/4	THANKSGIVING BREAK! NO CLASS!		
12/04/24	No Class, Professor Out	<i>Reflection Paper</i>	

X. BIBLIOGRAPHY

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