

SYLLABUS

Course Information:

PSYC 5384.001: COGNITIVE BEHAVIOR THERAPY & APPLICATIONS

Spring 2025

M: 11:15a-2p

HPR 235

Instructor Information:

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Course Description: An in-depth exploration of the theoretical assumptions underlying cognitive-behavioral therapy and its application to a wide variety of problems, issues, and psychopathologies. This course includes a role-play component.

Student Learning Outcomes and Assessments:

Upon successful completion of this course, a student will be able to:

1. Articulate theories and theoretical assumptions associated with cognitive-behavioral therapy (CBT).
2. Apply a CBT model to conceptualize sample therapy cases, form hypotheses for treatment based on available initial data, and understand and describe CBT adaptations to a variety of psychological issues.
3. Develop initial skills in applying CBT strategies.

Note: In addition to the outcomes listed above, doctoral students are assigned readings that situate CBT within the wider field, including within the evidence-based and empirically supported treatments and relationships literatures. Doctoral students will also develop a research proposal that would advance knowledge within a CBT application context.

Required textbooks:

Beck, Judith (2021). Cognitive Behavior Therapy: Basics and Beyond. Third Edition. New York: Guilford. ISBN 9781462544196 (Required).

Please note: The UT Tyler library has a free open access version of this book that you can use through the library available here in January

<https://libguides.uttyler.edu/c.php?g=1066647&p=7764768>. A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore and is free to purchase from an independent retailer.

Evaluation and Grading: Course evaluation is based on performance on the following components (see below for summary):

Participation: Participation grades reflect contributions to in-class discussions and activities, experiential assignments and homework. Be sure to regularly attend class and contribute substantive and meaningful comments, reflections, ideas, and/or questions to class discussion to do well. I am looking forward to your active engagement with the course material, with one another, and with me.

Presentation/Project: Each student will prepare and give a class presentation on a selected topic. Each presentation includes five components: 1) assign a reading regarding your topic to the class that will be available on Canvas at least 1 week in advance of your presentation; 2) present on a selected CBT intervention adaptation (~30-40 minutes). *Important: in your presentation, address the extent to which this adaptation has been used with a variety of populations;* 3) provide a demonstration (live or video) of one or more techniques associated with the intervention (~5-10 minutes); 4) include an experiential component in your presentation for your colleagues to try (e.g., a partner activity or role play) (~10 minutes); 5) facilitate an effective classroom discussion about your topic (~10 minutes). In preparing for the group discussion, please prepare a few “thought questions” or critical reflections you’d like the group to engage in regarding your topic.

Please be creative and have fun with this assignment. Your presentation should include some of the background information and research that explains how cognitive behavioral therapy has been adapted for your topic. For example, if your topic is chronic pain, it is important to provide some background information on the empirical support for the treatment and adaptations of the treatment. Provide an outline of a typical treatment, including how one would practically conduct it. In addition, be sure to address how widely your adaptation has been used with a variety of populations, considering different dimensions such as Pamela Hays’ ADDRESSING framework. You will need to use outside materials, articles, and texts to develop these presentations. Once the topics are settled please begin working on your topic to allow more time to integrate information and determine how you want to demonstrate your material.

CBT adaptation examples:

Alcohol and substance use issues, anger management, couple distress, CBT for children or adolescents for specific issues, CBT for families or other groups, eating issues, health issues with psychological sequelae, insomnia, trauma, anxiety and mood disorder issues, personality disorder applications, schizophrenia and other psychotic disorders, mindfulness-based and other “third wave” CBT approaches (e.g., dialectical behavioral therapy, acceptance and commitment therapy), managing chronic pain, various other CBT adaptations such as the unified protocol. **It is generally best if you pick a topic that interests you so you will get the most out of this assignment.**

Presentation Reaction Papers: These are short, approximately 2 paragraph reflections on all readings for a given week. Specifically, you will be asked to provide: 1. a paragraph summary of your understanding of the main issues in the reading and 2. a paragraph of critical analysis of what you read. For example, you could touch on things

like, what points resonated with you and why? What issues or ideas do you have questions about and why? What points didn't land well with you or do you disagree with and why? **Important:** Be sure to upload reaction papers **by 11:59p on Sunday before each class.**

Summary of Grading (Master's-level students):

Presentation	25 points
Participation (e.g., class discussion including discussion of in-class assignments; in-class roleplay as well as between-class experiential assignments):	10 points
Reaction Papers (complete 4 papers out of 5, drop lowest; 4 points each)	16 points
Midterm	24 points
Final (take-home):	25 points
TOTAL:	100 points

A = 90-100 points; B = 80-89 points; C = 70-79 points

Teaching Strategies

My pedagogical stance is that active learning produces better outcomes in terms of the information you will retain in the long-term and the quality of understanding of the information. As graduate students, it is important for you to continue developing your ability to dialogue with and learn from your colleagues and instructor. My didactic emphasis will involve both theory and application, with in-class and between-class assignments and role-play used to reinforce learning.

Course Policies

Absences: Students are expected to attend every class session. Nevertheless, each student may miss a class without penalty. If a class session is missed for any reason, you are still responsible for letting me know that you won't be there, for new material to be presented, and for turning in all assignments on time. After your first unexcused absence, your participation grade will begin to suffer. ****For everyone: absence penalty (-2 points for every absence, except for your first).**

Timeliness: Timeliness to class is important and is a sign of respect for your colleagues and for me. Strive to be on time. If a consistent pattern of tardiness is evident, we will confer and develop a joint solution to this problem. Do what it takes to cultivate the habit of being on time -- a critical characteristic of a professional.

Ethical behavior: is important in every professional endeavor. Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.

***Tentative* Outline** (additional readings may be added/changed with advance notice)

Note: It is expected that assignments and readings will be completed BEFORE class. Unless otherwise noted, **all assignments and reaction papers should be uploaded to Canvas by 11:59p on Sunday before class.**

DATE	READINGS	TOPICS	ASSIGNMENT(S)
1/13	Beck 1-3	Introduction to the course; ABC's of CBT; Cognitive Conceptualization	1. Watch Dr. Beck and client video (located on Canvas). Review the principles of treatment checklist, notice which ones you saw at play 2. Using the traditional CCD, start filling it out using the video client example as the client. Put question marks near anything you are unsure of.
1/20		MLK Jr. Day- no class	No class – work on readings and assignments
1/27	Review Beck 1-3 Beck 4-6 Hays, 2009	Therapy Relationship, Evaluation and First Session CBT, Multicultural CBT	Discuss presentation topics Assignment: Cognitive conceptualization diagram
2/3	Beck 7-10 & 12	Activity Scheduling, Action Plans, Treatment Planning, Structuring Sessions	Due: Uploaded cognitive conceptualization diagram
2/10	Beck 11-14	Problems Structuring Sessions, Identifying automatic thoughts and emotions, Evaluating and Responding to ATs	Assignment: Event Mood Thought Record by next week Due: Presentation topic due in class
2/17	Beck 14-17	Evaluating and Responding to ATs (continued), Integrating Mindfulness into CBT, Identifying Beliefs	Assignment: Thought Record Worksheet by next week Due: Event Mood Thought Record
2/24	Beck 17-18, 21-22	Identifying & Modifying Beliefs (cont.), Termination and Relapse Prevention,	Assignment: Belief Worksheet Due: Thought Record Worksheet

		Problems in Therapy	
3/3	Review all readings to date		Due: Belief Worksheet Assignment: Prepare for Midterm Exam
3/10			Midterm Exam
3/17		Spring Break	Enjoy!
3/24	Student-assigned	Presentations	Reaction paper due
3/31	Student-assigned	Presentations	Reaction paper due
4/7	Student-assigned	Presentations	Reaction paper due
4/14	Student-assigned	Presentations	Reaction paper due
4/21	Student-assigned	Final presentations; class wrap-up	Reaction paper due
4/28			*Take home Final due by 11:59pm