Cognitive Behavioral Therapy  
(PSY 6309)  
Spring 2019  
Wednesday 2pm–5pm  
A 201A

Instructor: Dr. Drew Curtis  
Office: A204D  
Phone: 325-486-6932  
Email: drew.curtis@angelo.edu  
Office Hours: M 8:30-9; 11-1; W 11-2; Th: 1-2; F: 8:30-9; 11-2, or by appt.

Required Text:  

Required Software:  

Course Description:  
A study of clinical application of cognitive-behavioral therapies, techniques and interventions to a wide range of mental and emotional problems. The course will also examine some brief therapy approaches and techniques.

Course Objectives:  
1. Learn fundamental principles, generalizations, or theories  
2. Learn to apply course material (to improve thinking, problem solving, and decisions)  
3. Develop specific skills, competencies, and points of view needed by professionals in counseling

Student Learning Outcomes: Upon completion of this course, you should:  
1. Have a basic understanding of the theoretical framework underlying cognitive behavior therapy skills and techniques.  
2. Be able to identify appropriate applications for cognitive behavioral skills and techniques.  
3. Demonstrate competencies and skills in applying cognitive behavioral therapy at a level appropriate for a beginning counselor.

Course Policies, Procedures, and Format

Professionalism  
Students are expected to strive for professionalism in and outside of the class. Students should strive for professionalism defined by Competency Benchmarks in Professional Psychology:  
1. Integrity  
2. Deportment  
3. Accountability  
4. Concern for the welfare of others  
5. Professional identity

Policies/Expectations  
1. Students are expected to take responsibility for their success in class. You are encouraged to be *active participants* in the education process by asking questions and being alert in class.  
2. Distracting or disrespectful students will be asked to leave the class (this includes use of cell phones and other electronic devices)  
3. If you have any concerns related to this class, you are encouraged to speak with your instructor *in a timely*
As a general rule, you should raise any issues within one week of receiving a grade or completing a given project.

4. Students will be expected to access their email and Blackboard online classroom on a regular basis for announcements, course materials, assignments, and grades.

5. The instructor reserves the right to use plagiarism prevention software.

Readings:
It is expected that each student will have the required reading completed before the class during which we will discuss the material (see course schedule). Some material in the text may be challenging upon first read, but lectures and discussions will be easier and more advantageous if you have read the assigned reading.

*If I feel the class is not keeping up with the reading, I will have the option to start giving quizzes at any time during any class. Just remember that reading prior to class is really to your benefit!

Class Sessions
- The majority of the class will be lecture, discussion, and experiential.
- Experiential means that we will often be practicing techniques and conceptualization of CBT through role-plays within class. Sometimes we will do this in pairs, groups, and even demonstrate in front of the class. You are expected to participate in experiential class role-plays in order to develop the skills required for CBT.
- Failure to participate in role-plays and practicing therapy techniques in and outside of class may result in a failing grade.
- Class attendance is mandatory.
- You MUST take your own notes in class in order to pass.
- Media presentations and demonstrations may be used to help illustrate the concepts being discussed.
- Classes may include discussions, group projects, films, and activities.
- Questions and comments are always welcome! (Please be respectful.)

*DISCLAIMER: This class may examine a variety of cultural and personal issues and subjects students to ideas and material that they may find disagreeable. If students are unable or unwilling to tolerate other perspectives or their own value systems in the context of the class, then they are encouraged to speak with the instructor regarding their concerns and may wish to reconsider their enrollment in the course. Should you have any questions, concerns, or suggestions at any time during the semester, please feel free to contact me.

Communication
- Email is the best way to contact your instructor.
- All emails should include the course title or number in the subject line.
- All emails should include your first and last name.

Graded Assignments

Reading Reactions/Professionalism/Participation: Class attendance is required to be successful in this course. Students will prepare, each week, a response of discussion questions/reactions based on their readings. These questions/responses are meant to help you prepare for class discussions and as such you should read assigned readings prior to class. Discussions may be based upon reading or homework assignments. Thus, failure to do these assignments will negatively impact your participation grade. Participation will be graded for 12 class periods; there are 16 classes total in the semester. Participation will not be evaluated in the first class and your lowest participation grade will be dropped. Thus, if you miss more than one class you will receive a 0 for the class and it will count in your grade for the semester.

Grades will be assigned as excellent (10 pts), adequate (7 pts), inadequate (4 pts), or fail (0 pts). To receive an ‘excellent’ you must be present for the entire class, complete the reaction form with meaningful reactions, and participate fully in all in-class activities (meaning that you volunteer for role-plays and demonstrations), including providing your fellow classmates with appropriate, meaningful feedback. Some in-class activities will be based on knowledge or competency. In order to receive an ‘excellent’ on those days you must successfully and accurately complete the activity. If you are absent or if you refuse to participate in the in-class activities, you will automatically receive a ‘fail’ for the day (0pts).
Homework Assignments: You will frequently have homework assignments to complete. These are in addition to the course readings. These assignments will include a variety of activities. They may include: short writing assignments, and activities that you may assign as a cognitive-behavioral therapist. Not all assignments will be turned in, but you should be prepared to discuss every assignment in class. At least 8 assignments will be turned in for a grade.

Interprofessional Education Collaboration: Part of becoming a competent professional in counseling psychology is learning to work collaboratively with other professionals. You will be required to meet at Christian Village on Thursday, Jan. 31st, 2019 from 9:30-10:30am. You will be meeting with students in physical therapy, nursing, and social work programs. You will work with these students to conduct an interview and answer questions from Assignment 1 in BlackBoard, which will involve collaborating with the students from other professional disciplines to derive a case conceptualization and treatment plan. You will find a subsequent meeting time in the semester to complete assignment 2. You will also complete questionnaires: Modified Collaboration and Satisfaction about Care Decisions (mCSACD) and Modified Index of Interprofessional Collaboration (MIIC). You will receive 100 points for this assignment.

Case Assignment: You will complete this activity in teams of 2-4 people. Your team will be provided with a case. You will receive a grade for two parts of the case assignment: the case documents (80pts.) and case presentation (120pts). You will receive one group grade for your case documents. However, you will receive an individual grade for your case presentation. The rubric will be posted in BlackBoard.

Case Documents: You will need to thoroughly write narrative, in APA format, that pertains to your assigned case. You will discuss the following: At least 1 week before presentations, you will turn in a summary of your case, 1-2 pages, so I can make copies for your peers.
1. Overview of case
2. Assessments: procedures, forms, and samples completed
3. Discussion of diagnosis
4. Description of main issues and treatment techniques for disorder in general (use your text and/or literature)
5. Treatment plan, including specific techniques
6. Case's target behaviors and automatic thoughts, intermediate thoughts, and core beliefs for case
7. Research to support treatment (minimum of 12 scholarly references)
8. Include relevant literature and research on a particular issue that may affect treatment planning for the client, such as sex, ethnicity, age, class, ongoing domestic violence, co-morbid disorders, or medical problems.
9. Termination plans

Class presentation: You will have 40 minutes to present a case summary (Do Not read through your documents) of the case documents and role play case to demonstrate characteristic cognitions, behaviors, and approaches with teammates. Your classmates will have copies of your case documents, which means you should not spend much time on presenting this material. Also, allow 5-7 minutes at the end of your presentation for questions and feedback. Tag-team therapy: Other students rotate through; teammates switch part way through. Each team member should be in the therapist role for equal amount of time as other team members. Your presentation will be graded on how well you present the case conceptualization and treatment as well as your demonstration of cognitive behavioral therapy skills.

Video/Critique: In attempt to help you evaluate yourself and your progress with conceptualization and techniques, you will be asked to record a role-play session between you and a classmate. After completing the role-play, you will watch the video and write a 1-2 page critique. In your writing you will attend to how you demonstrated CBT conceptualization and the skills utilized, as well as areas for improvement.

Emotions Recognition Training: Research has shown that Facial Expression, Awareness, Compassion, Emotions software (F.A.C.E.; Paul Ekman Group, LLC; PEG, 2014) is effective in training people to recognize emotion (Curtis, Hanby, Sosa, O’Neal, Carrillo, Mohan, 2016). While it has not shown differences in detecting deception, it has been useful for improving emotion recognition scores. Recognizing client emotions is a fundamental skill for therapists-in-training and in practicing cognitive behavioral therapy. You will establish baseline scores of ability to identify microexpressions in the Ekman Micro Expression Recognition Tool 3.0 (EMETT; Paul Ekman
Group, LLC, 2014). Copy your baseline scores (print screen function) and submit it on the syllabus date. Throughout the semester you will complete the EMETT training. Please document the number of hours that you spent on training. Finally, at the end of the semester you will complete the final improvement measure and submit your final improvement score along with a summary of your training experience (including time spent).

Final Paper: You will be required to complete a research paper on a topic related to cognitive-behavioral therapy. This can be either in the form of a research proposal or review paper. **Proposed topics must be approved by Dr. Curtis.** The paper should be 12-16 pages double-spaced and include at least 20 references. Throughout the semester you will be required to submit various stages of your paper. Additional instructions and point totals for each stage and the final paper will be posted on Blackboard.

### Grading

| Reading Reaction/Professionalism/Participation (10 pts/class) | 120 |
| Homework assignments (5 pts each) | 40 |
| Interprofessional Education Collaboration | 100 |
| Video/Critique | 40 |
| EMETT Training | 50 |
| Case assignment | 200 |
| Final paper | 150 |
| **Total** | **700** |

**Grading Scale**

| A | 630 – 700 |
| B | 560 – 629 |
| C | 490 – 559 |
| F | < 489 |

### Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due *</th>
<th>Assignments Due**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Introductions; CBT model “Presentation”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>CBT model Overview of Treatment “Presentation”</td>
<td>Beck Chs. 1 &amp; 2 Hofmann Ch. 1 &amp; 2 (general process of CBT section)</td>
<td>HW1: Thoughts on CBT RR1 EMETT Baseline</td>
</tr>
<tr>
<td>1/30</td>
<td>Conceptualization Assessment Behavior Modification</td>
<td>Beck Ch. 3 &amp; 4 Hofmann Ch. 2 (assessment and behavior modification sections)</td>
<td>P1: Online research RR2</td>
</tr>
<tr>
<td>2/6</td>
<td>Structuring the Therapy Session</td>
<td>Beck Chs. 5, &amp; 7</td>
<td>HW2: Monitoring Form RR3</td>
</tr>
<tr>
<td>2/13</td>
<td>CBT for depression Behavioral activation</td>
<td>Beck Ch.6 Hofmann Ch. 8</td>
<td>P2: Paper topic RR4</td>
</tr>
<tr>
<td>2/20</td>
<td>CBT for depression Automatic thoughts &amp; emotions</td>
<td>Beck Chs. 9-10</td>
<td>HW3: Behavioral activation exercise RR5</td>
</tr>
<tr>
<td>2/27</td>
<td>CBT for depression Automatic thoughts continued</td>
<td>Beck Chs.11-12 Hofmann Ch. 2 (Categories of maladaptive cognitions)</td>
<td>Video/Critique RR6</td>
</tr>
<tr>
<td>3/6</td>
<td>CBT for depression Intermediate &amp; Core beliefs Homework in CBT</td>
<td>Beck Chs. 13-14 Beck Ch. 17</td>
<td>Video/Critique Due HW4: Develop automatic thought record &amp; fill it in P3: Reference list RR7</td>
</tr>
<tr>
<td>3/20</td>
<td>CBT for anxiety disorders Phobias &amp; Panic</td>
<td>Hofmann Chs. 3-4</td>
<td>RR8</td>
</tr>
<tr>
<td>3/27</td>
<td>CBT for anxiety disorders Social Anxiety Disorder &amp; OCD</td>
<td>Hofmann Chs. 5-6</td>
<td>P4: Paper Outline HW5: Design exposure exercises (Phobia &amp; Panic or OCD) RR9</td>
</tr>
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STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“An Angelo State University student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code]. The University faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php].

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the
university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**Tutoring:**
The ASU Tutor Center is located in the Library C301 (3rd floor). Tutoring is free to all ASU students.

**Withdrawals:**
Please review withdrawal policies: http://www.angelo.edu/services/registrars_office/withdrawals_refunds.php