PSY 520.01E Cognitive-Behavioral Therapy in Clinical Practice  
COURSE SYLLABUS: Spring 2018

INSTRUCTOR INFORMATION

Instructor: Sean A. Lauderdale, Ph.D.  
Office Location: BIN211A  
Office Hours: Monday: 2-4pm; Tuesday: 1-3pm; Thursday (@CHEC): 330-430pm  
Office Phone: 903 886 5773  
Office Fax: 903 886 5510  
University Email Address: sean.lauderdale@tamuc.edu

Preferred Form of Communication: Email  
Communication Response Time: Within 24 hours, with the exception of weekends and holidays.

COURSE INFORMATION

Materials


Course Description

Students will develop knowledge of various cognitive-behavioral models of common psychological disorders. Students will learn to develop a comprehensive cognitive-behavioral case conceptualization, which will inform treatment monitoring and planning. Additionally, students will review evidence and efficacy data available for implementation of various cognitive-behavioral psychotherapies for specific disorders. Students will have the opportunity to implement specific individual and group cognitive-behavioral interventions within the context of the course. Throughout, this course will emphasize the integration of clinical
expertise, knowledge of patient preferences, and evidence-based strategies to facilitate development of evidence-based practice approach to psychotherapy.

**Student Learning Outcomes**

**Course Learning Outcomes**

Students will describe common cognitive-behavioral models for depression and anxiety disorders.

Students will identify and define the critical elements of a cognitive-behavioral case formulation.

Using provided clinical cases, students will write a cognitive-behavioral case formulation using the elements of a case formulation.

Students will describe the basic strategies employed in practice for clinical monitoring.

After reviewing the criteria for evidence-based interventions and clinical expertise, students will present a treatment protocol for an evidence-based intervention to their peers. The presentation will include emphasis on cognitive formulation, specific interventions, and resources to implement the intervention.

Students will demonstrate provision of psychoeducation to intervention to their peers in a cognitive behavior group format.

Students will describe and demonstrate behavioral activation and pleasant event scheduling in a group or individual therapy format.

Students will demonstrate identification of automatic thoughts, assumptions, rules, and core beliefs in a group or individual therapy format.

Students will discuss and describe how to assign, assess, and problem-solve therapeutic homework.

Students will demonstrate how to implement thought monitoring, Socratic questioning, and adaptive thought identification in a group or individual therapy format.

Students will demonstrate development of an exposure hierarchy and implementation of exposure intervention in a group or individual therapy format.

**COURSE REQUIREMENTS**

**Minimal Technical Skills Needed**

Students will the ability to use word processing programs to complete course successfully.
**Instructional Methods**
A variety of teaching strategies will be used in this class, including lecture, discussion, and review of media in various formats. For students to benefit from these teaching strategies, it is critical that they keep pace with readings assigned in class. Additionally, students will take part in role-plays demonstrating the application of cognitive-behavioral interventions. Students will note that some of the material presented in class will be consistent with their readings in their text. Other information will not be found in the text but provided from resources used by the instructor.

**Student Responsibilities**
1. Attend all classes.
2. Read the textbooks.
3. Complete assignments thoroughly and on time.
4. Actively participate in class discussions and role-plays.
5. Take notes.
6. Ask for assistance.

**GRADING**

**Grading Scale**

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

**Assessment of Student Performance**
Students will have a variety of opportunities to demonstrate their mastery during the course of the semester.

Case Formulation: Based on materials provided by the instructor, students will complete a clinical CBT case formulation. The formulation will detail the automatic thoughts, assumptions, core beliefs, and behaviors of a patient with depression or anxiety. This assignment will be worth 20 points.

Cognitive-Behavioral Intervention Presentation: Students will provide a presentation of an evidence-based cognitive-behavioral intervention for a disorder of the student’s choice. This presentation will include a review of treatment manual, evidence for the intervention, and demonstration on one treatment session. This assignment will be worth 30 points.
Role-plays & demonstrations: Students will choose a partner and co-lead several individual/group interventions for the class. The interventions will focus on the core elements of cognitive-behavioral therapy and will include: psychoeducation, thought identification/monitoring, thought challenging, thought modification, behavioral activation, and exposure. Students will be provided feedback by the instructor and peers on therapeutic implementation. A rubric provided by the instructor will be used to evaluate student performance and adherence to CBT principles. These role-plays will be worth approximately 10 points each.

NO LATE ASSIGNMENTS WILL BE ACCEPTED!

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<th>COURSE OUTLINE / CALENDAR</th>
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<td><strong>Readings</strong></td>
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<tr>
<td>Week 1: Syllabus; Myths and Facts about CBT; IMPORTANCE of developing the therapeutic relationship; CBT theories for anxiety and depressive disorders</td>
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<td>Week 2: CBT theories for anxiety and depressive disorders</td>
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<td>Week 3: CBT Principles</td>
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<td>Week 4: Case formulation &amp; Therapeutic Monitoring</td>
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<td>Week 5: Case formulation &amp; Therapeutic Monitoring</td>
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<td>Week 6: Spring break</td>
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<td>Week 7: Evidence-based interventions &amp; Clinical expertise</td>
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<td>Week 8: Psychoeducation in CBT &amp; Therapeutic Homework</td>
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<td>Week 9: Behavioral Activation in CBT</td>
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<td>Week 10: Identification of thoughts in CBT</td>
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<td>Week 11: Identification of thoughts in CBT</td>
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<td>Week 12: Challenging thoughts in CBT</td>
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<td>Week 13: Dead Week Exposure in CBT</td>
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<td>Week 14: Exposure in CBT</td>
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COMMUNICATION AND SUPPORT

I prefer that you contact me via email. I will respond within 24 hours, except for weekends and holidays. If you have a question that can be addressed through email, I will do so. If your question requires us to meet by telephone or person, I will schedule an appointment with you during office hours or at a mutually convenient time. You are also welcome to come by my office during office hours or at any other time. If I am available, I will be happy to meet with you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Student success is strongly associated with attendance in class. If you miss 15% or more of classes, you will be considered to have excessive absences and may be removed from the course. Students who miss 15% or more of classes will have their final course graded reduced by 10%.

The instructor retains sole discretion in determining what is considered to be an excused or unexcused absence. An excused absence does not mean that an extra assignment will not be assigned.

No late work will be accepted without prior approval of the instructor.

There is no extra-credit available for this course.

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be discussed in class and agreed to by consensus; however, I retain the final decision regarding changes to the syllabus.

University Specific Procedures

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the student guidebook (http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).

Students are expected to act professionally at all times in class. This includes being on time and staying for the duration of class. This also includes not allowing the use of electronic devices (e.g., computers or cell phones) to distract from on-going engagement in class. For example, if a student is using their tablet, checking email or social media is strongly discouraged. Students are also strongly discouraged from texting in class. If a call needs to be taken due to an
emergency, it is permissible for students to excuse themselves to take the call. Students are expected to positively and respectfully engage each other and the instructor at all times, even if disagreeing with a particular viewpoint or assertion. All differing points of view should be based on evidence-based information rather than simply on personal experiences as these experiences may have been biased and singular. Note, discussion of personal experiences can be used as a springboard for broader discussions of issues encountered in psychology. Careful reflection is required prior to sharing personal experiences to determine if the context is appropriate for disclosure.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

**TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generallInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generallInformation/attendance.aspx).


**Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UUndergraduateAcademicDishonesty.pdf)

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

**ADA Statement**

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that
provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: Rebecca.Tuerk@tamuc.edu  
Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

Web url: [http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.