	COURSE CHANGE REQUEST **Graduate Programs**	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
FLORIDA ATLANTIC UNIVERSITY	**Department** **College**	Confirmed _____ Banner _____ Catalog _____

Current Course **Prefix and Number**	*Current* Course Title

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:	**Change description to:**
Change prefix **From:** **To:**	
Change course number **From:** **To:**	**Change prerequisites/minimum grades to:**
Change credits* **From:** **To:**	**Change corequisites to:**
Change grading **From:** **To:**	**Change registration controls to:**
Academic Service Learning (ASL) ** **Add** **Remove**	
* See Definition of a Credit Hour. ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year **for Changes:**	**Terminate course? Effective Term/Year** **for Termination:**

Faculty Contact/Email/Phone

Approved by		*Date*
Department Chair	*Heather Thompson, PhD, MCSW*	2-10-23
College Curriculum Chair	*Danielle Groton*	2/13/23
College Dean	*Naelys Luna*	2/13/23
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 6128 Sec. XX CRN. (3 credit hours)
Cognitive Behavioral Theory and Techniques

Semester: Spring, 2023	Classroom:
Start/End Date: 1/07/23-5/03/23	Class Time:
	Office hours:
Phone:	Office Location:
Email:	Web: www.fau.edu/ssw
Canvas: canvas.fau.edu	Course Prerequisites: SOW 6533

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

MSW PROGRAM MISSION

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

COURSE DESCRIPTION

This advanced clinical theory course, Cognitive-Behavioral Theory (CBT) and Techniques for Social Work Interventions is designed to provide students with the skills and techniques to be able to practice cognitive behavioral therapy when working with adults, adolescents, and children. The primary purpose of the course is to enhance the interceptive repertoire of the beginning social work practitioner with change concepts and techniques from cognitive behavioral approaches.

The course will begin with an introduction of the cognitive therapy case conceptualization. Students will learn how to apply the cognitive case conceptualization as a working hypothesis for intervention with clients. Progressing further in the course

students will learn how to utilize the cbt case conceptualization to treat mood, anxiety, substance abuse, sexual dysfunction, and eating disorders. Students will be instructed how to use the various cognitive therapy psychological testing scales (BDI, BHS, BAI). As the course progresses students will learn additional techniques such as guided imagery, homework in therapy, Socratic questioning, and mindfulness based cognitive therapy. Adhering to the profession's commitment to multiculturalism and culturally competent practice attention will be paid to CBT with diverse client populations such as LGBT clients, impoverished clients, racially diverse clients, etc.

RELEVANCE TO EDUCATIONAL PROGRAM
The major process model used for the FAU School of Social Work is the Generalist Intervention Model: Engagement, Assessment, Planning, Implementation, Evaluation, Termination, and Follow-Up. Of these components, implementation includes evidenced-based interventions. This course will provide students with more in-depth study of most effective of evidenced based interventions: cognitive-behavioral interventions.

Educational Objectives

Upon successful completion of this course, students will be able to demonstrate the following competencies:

1) Explain the development of the Cognitive Behavioral Therapy (CBT)
2) Apply the CBT case conceptualization to clinical work with clients of all ages
3) Use the CBT approach with clients in individual, couple, family, and group treatment
4) Complete a CBT case conceptualization
5) Recommend to clients the various "homework" and psycho-educational resources that are associated with the practice of CBT
6) Recognize CBT in relation to other modalities of treatment(i.e. case management, 12-step, psychopharmacology, group work)
7) Utilize CBT techniques in a myriad of social work practice settings such as foster care, child welfare, inpatient hospitals, long term care, schools, aging, substance abuse treatment centers, etc.
8) Identify the role and impact that social location (i.e. race, gender, age, ability, sexual orientation, class) has when practicing CBT and how to practice CBT from a place of sensitivity and empowerment when working with clients from marginalized groups
9) Recognize how evidence-based practice (EBP) can guide social workers in making decisions regarding the selection of interventions for clinical work with clients.

TEACHING METHODOLGIES:
To master the evidenced-based intervention of cognitive-behavioral, developing social workers need to engage in interactive styles of education. The instructor will explain the principles and process of this type of intervention through lecture, videos of master therapists, and required readings. Students will demonstrate competency in applying this

intervention through simulated role-plays, in a myriad of homework assignments, discussion board on canvas, exams, quizzes, case conceptualization exercises, and in supervised field settings. The instructor will utilize case examples from all levels of social work practice in order for students to learn how to apply cognitive-behavioral interventions in the breadth needed for future interventions. Teaching methods include critical inquiry, lecture, films, discussions, and simulated case study approach.

COURSE ASSIGNMENTS:

Student learning will be assessed by class participation, quizzes, exams, role plays in class, homework assignments, and CBT case conceptualization exercises.

Class Participation: Graduate Students are expected to be active participants in class discussions. Students will be asked to discuss the material assigned, provide questions related to field experiences, and offer feedback to your colleagues' questions. Knowing the "right" answers is not nearly as important as being willing to risk exploring your ideas and being open to new information and additional ideas. **Your *presence* in class, your *preparation* for class (reading and considering the assignments), and your *participation* in class discussion is essential to your learning experience.**

Students are expected to have read all required reading assignments in advance and come to class prepared to discuss and critically appraise these materials.

Assignments (70% of final grade): *All assignments are described in detail on canvas under the "assignments" tab along with corresponding due dates and rubrics:

Short Quizzes

Quiz content will be on the concepts discussed in that particular class/module. The quiz will be open book and open note. Quizzes will contain 4 multiple choice questions or brief short answers, five points each question, a total of 20 points. If you do not take the quiz, you will receive a 0. **As quizzes are a measure of class participation you can only take the quiz if you were in class that week. Attendance in class the day of the corresponding quiz is mandatory to take the quiz. No make quizzes are available.**

Quizzes will be live on Canvas at 7 pm at the end of each Wednesday class and will remain live until Fridays at 11:59 pm. Answers will be posted after the due date.

Dates of quizzes (3): 1/11, 3/15, & 4/12

Learning Pods: The instructor will assign you to a small group of others students which who will compose your "learning pod". Learning pod assignments will be based on a brief survey you complete the first class. Four assignments will be completed as a group with your "pod". You will be asked to reflect on certain readings, films, topics, and course assignments with your pod. The instructor encourages you to utilize the students

in your pod as a resource and support with all writing, course material, and group test prep. These students will become your colleagues in the future. The time to start working with them is now! The ability to work as a part of a teams is a key competency of social work practice, thus the pod serves as means to accomplish this learning objective. It is also my intention in creating learning pods to make you feel connected to your fellow students during this time of extreme disconnection. **You can find your learning pod assignment on the FAQ discussion board within 36 hours of the first-class meeting. Students will have extended time for each learning pod. Due to the challenges of getting students schedules to align, learning pod assignments 2, 3, & 4 will have extended time over the course of 2 weekends.**

Learning Pod #1, Flipgrid Introduction (10 points), Module 1: Introduce yourself to your classmates and the instructor on canvas using Flipgrid. Details can be found under course assignments tab on canvas. I'd like to meet all of you and give you a chance to meet each other. I'd also like you to get some experience using flipgrid as we will be using it throughout the semester. So smile for the camera and do an introduction up to one and half minutes. Please include:

1. Your Name
2. Your Field Placement (if you have one)
3. Describe your professional interests
4. Why you took this course
5. What do you hope to get out of this course?
6. Where do you see yourself in 5 years professionally speaking.
7. For more information on flipgrid see FLIPGRID Student_Guide.pdf

Then record a response or greeting to each of the introduction of the students in your learning pod using the respond key. This will help you get to know one another was well as learn how to use the program. Your podmates can be found in the FAQ discussion board which will be posted **within 36 hours of the first class meeting**. **Due 1/17/23 at 11:59 pm, no late submissions permitted on introductions. Initial posts must be made by Friday 1/13/23.**

- **Learning Pod #2 (20 Points, 5 points for peer eval), Module 2:** 5-minute summary of Yalom's *"Fat Lady"* discussion due 1/24/23 at 11:59 pm

- **Learning Pod #3 (20 Points, 5 points for peer eval), Module 4:** Practicing a CBT case conceptualization due 2/7/23 at 11:59 pm

- **Learning Pod #4 (20 Points, 5 points for peer evals), Module 8**: CBT technique practice exercise, submit 4 automatic thoughts documented on a completed DTRS form and then post them to the discussion board for classmates to see and us to go over next week. Due 3/14/23 at 11:59 pm

Additional Assignments

- **Group Project Survey (5 points):** A brief survey regarding student group work preferences due 1/12/23 (will likely be completed in class, the first class).

- **Goals Journal: (10 points each, Modules 1 & 14):** Student list their learning goals for the course on Module 1 and then at Module 14 will evaluate and discuss their progress toward initials goals at the end of the semester. Module 1 Journal is due 1/17/23 at 11:59 pm. Module 14 Journal is due 4/27/23 at 11:59 pm.

- **Practice Exercise (20 points, Module 5)** see p. 173 Beck text *Practice Exercise* due 2/14/23 at 11:59 pm

- **Flipgrid Teaching Automatic Thoughts (20 Points, Module 6):** Practicing CBT psychoeducation with clients due 2/21/23 at 11:59 pm

- **Multicultural Reflection paper (25 Points, Module 10):** Identifying multicultural core beliefs due 3/28/23 at 11:59 pm

- **15-minute paper (25 Points, Module 12):** CBT with Borderline Personality Disorder, a demonstration due 4/11/23 at 11:59 pm

<u>Final Exam (20 % of final grade)</u>

<u>Learning Pod Final CBT Exam (50 points), Opens Friday, 4/19/23 at 12 am until due date of Friday 4/28/23 at 11:59 pm (20% of final grade):</u>
This is a self-paced multifaced project in which students will work with work with their learning pods in order to demonstrate their competence in terms of course material. The exam is cumulative, covering material from the entire semester. It will be focused on practice-based learning and will involve application of theory to practice as well as the opportunity to demonstrate CBT skills. There will be no scheduled class meeting the week the final exam is assigned. Each learning pod needs to submit only one exam per group.

<u>5 points for peer evals</u> after group exam is completed.

<u>Attendance</u> (20 % of final grade): See course policies earlier in this syllabus. As per Sandler School of Social Work's policies attendance is expected in all classes. This includes showing up on time for class and staying until the end of class. Attendance for all in person meetings will count as 10% of students' final grade.

No extra credit is offered in this course.

Students must demonstrate professionalism in all communication (i.e., be respectful and recognize and manage personal values in a way that allows professional values to guide practice). See professional expectations for more details regarding attendance,

punctuality, and preparation. Failure to adhere to these expectations may result in a reduction of the final grade. [CBs 1a, 2a,]

The grading scale for this course is as follows:

94-100=A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59=F

Policy on, late work, and incompletes.
("*Time is to the social worker what the stethoscope is to the physician"-Professor Carter, UPenn School of Social Work, 1992)*
All quizzes are to be taken during the designated time. No late quizzes will be permitted to be taken without advanced request from the student to the instructor and will be dependent on instructor's approval (in advance). If you have an issue that will impede you from getting your work in on time please contact me immediately. Without an approved extension your work will be viewed as late and could result in penalties ranging from loss of points to a grade of failure for the assignment (as per the discretion of the professor). Typically work (other than quizzes, see above) that is submitted after the due date but within 24 hours after the due date (one day late) will result in a 20% point penalty deduction for lateness. Work submitted the second 24-hour period after the due date (two days late) will receive a 40%-point deduction. No work will be accepted after 48 hours past the due date and will result in a grade of a 0. Accommodations will be made for students participating in a religious observance.

Class Attendance and Participation
Attendance will be taken every class. Attendance will account for 10% of the final course grade (detailed further on in this syllabus). Social work education is designed to help students prepare for professional practice. To model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*.

Policy on the Recording of Lectures
Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is

prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

If we meet on zoom for any reason, please note the following "zoom house rules":

1. Have your camera on throughout the duration of the class.
2. Please mute your mics to avoid background noise unless you are speaking.
3. During our meetings please sit at a desk or table. If that is not possible, please sit in a chair. Please do not lay in bed or on a sofa during class.
4. If possible, try to be in a private space. We recognize this is not always an option, but if you can- please do so, as it will increase the professionalism of the class time as well as ensure an increased modicum of privacy for the things people share in class.
5. Do not be on your phones, texting, or searching the web during class.
6. You will be expected to participate in class discussions, answer questions, etc.
7. Remember- even though you are not in class, the level of professionalism expected in a classroom or social work agency is expected when in a virtual class session.
8. Attendance policies are still enforced and attendance will be taken. See syllabus for each instructor's policy on attendance.
9. If an interruption in your connection to the class occurs please, try to log back in as soon as possible. Notify the instructor via email regarding your situation. Remember attendance is part of professionalism and per your instructor's attendance policy points can be deducted for technology issues.
10. Any student driving while attending class will be logged off by the instructor for the sake of safety as well as professionalism. Please log back on when you are not driving.
11. Please dress in a manner consistent with a classroom/professional setting.
12. Maintain a professional presence and conduct at all times.
13. If something occurs where you are sitting that might be disruptive to the class please close your camera, make sure you are muted, and immediately notify the instructor via email or in the chat feature. Please note that a delay in returning to the class can result in a reduction in participation points, per your instructor's policy.

Required Textbooks:
Beck, J. (2021). *Cognitive behavior therapy basics and beyond (3rd ed.).*
    Guilford Press.

Recommended:
Burns, D. (any edition). *Feeling Good Handbook.*
    First Plume Printing. (excellent book for clients and bibliotherapy)

Leahy, R. (2017). *Cognitive therapy techniques: A practitioner's guide (2nd ed.)*. New
    York, NY: Guilford Press.

Sokol, L, & Fox, M. (2019). *The comprehensive clinician's guide to cognitive
    behavioral therapy.* Pesi Publishing.

Books are available at the campus bookstore.
Other course readings may be distributed in class or via CANVAS (see
http://canvas.fau.edu). Please set notifications on CANVAS, including whether you want
email notifications to go to your FAU email or another address (using FAU email is
generally preferred). If you are experiencing problems logging onto MyFAU or
CANVAS, please contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments
The following outline and readings may change as the course progresses, given student
interests and needs. Please read the required readings prior to the class when we will be
discussing them. *****Professor may amend syllabus, add, or remove readings at his
discretion.**

Classes	*Topics *all of professor's power points will be posted to Canvas*	*Readings / Due Dates / Tests All Canvas materials are listed on canvas in the "modules" tab*
Module 1, 1/11/23 Introduction In person class	Course introduction: What is therapy? What is healing or growth in therapy? How is therapy a component of social work? CBT in context with other modalities of treatment. Social location of the therapist & its impact on treatment. *No recipe for therapy.* • Course overview & introductions • Introduction to Psychotherapy & CBT • Multiculturally Component Practice, Decolonizing Practice • Complete Survey for Learning Pod assignment • Trauma Informed Classroom	Course intro: Beck 1 Canvas: -Watts-Jones Article -CBT Rating Scale & Manual Assignments**:** 1) Initial Goals Journal Entry 2) Flipgrid: Learning Pod 1-Student introduction video & responses to learning pod mates (Learning pod assignment #1). 3) Syllabus Quiz 4) PowerPoint week 1

Module 2, 1/18/23 No class meeting Asynchronous Class/Learning Pod #2	The art of therapy Yalom "Our patients will take from our sessions what they need, not necessarily what we think we have to give"	(Canvas) Yalom "Fat Lady" and Student Discussion guide* *Yalom student guide for discussion (just review to be used as prompt for pod discussion, you do not have to complete these questions) Assignment: Learning Pod #2 & Self/Peer eval
Module 3, 1/25/23 In person class	Introduction to CBT: Principles of CBT & the Cognitive Case Conceptualization Triune Brain (see film on Canvas) Content vs. Process (recap of Yalom article)	Beck 2 & 3 Canvas (forms): - CBT Case Conceptualizations (Traditional & Strength based) - Abe's CBT Case Conceptualizations (Traditional & Strength based) - CBT model - CBT Principles of treatment checklist - PowerPoint Beck 2 & 3
Module 4, 2/1/23 No class meeting Asynchronous Class/Learning Pod #3	Principles of CBT & the Cognitive Case Conceptualization: Completing the CBT Case Conceptualization	Assignment: Learning Pod #3 *Practice Exercise Case Conceptualization* see Beck p. 55 & Self/Peer eval
Module 5, 2/8/23 In person class	The Therapeutic Relationship, Evaluation Session, & Treatment Planning	Beck 4, 5, & 9 Canvas 1.Santa Clara County Assessment 2. BDI, BHS, BAI 3. Handout on Bb mental health glossary 4. Abe's Case Write up (see text. 75 for reference), part 5 for treatment plan example 5. PowerPoint chs 4,5,9 Assignment: Plan to reach a goal, see *Practice Exercise* Beck, p. 173

Module 6, 2/15/23 No class meeting Asynchronous	Identifying Automatic Thoughts & Emotions	Beck 12 & 13 Canvas: 1.Leahy 2.1-2.5 CBT psychoeducation resources 2. PowerPoint chs 12&13 3. Video: Thought, Emotion, Action CBT Cycle Assignment: Flipgrid: Veteran PTSD Case Scenario, teaching automatic thoughts & links to emotions
Module 7, 2/22/23 In person class	Evaluating and Responding to Automatic Thoughts & Cognitive Distortions • Film (in class) Automatic Thoughts: Using the "testing your thoughts worksheet in session" • Film (in class) Automatic Thoughts: Helping clients to use Socratic Questions to evaluate their thoughts • Skills Drills: Challenging Negative Cognitions & Socratic method (with learning pod),	Beck 14 &15 Canvas • Socratic Questioning Video • Thought Record Work Sheet (author website) • Testing Your Thought Worksheet (author website) • Cognitive Distortions (see Thought Record Worksheet) • PowerPoint chs 14&15
Module 8, 3/1/23 No class meeting Asynchronous	Skills Drills with Learning Pods: Practicing the DTR and other CBT Techniques	Beck 19 Canvas • Powerpoint Additional techniques Assignment: Learning Pod #4 submit 4 automatic thoughts using a DTR & Peer Evaluation
Spring break 3/8/23	• No Class	You are off!

Module 9, 3/15/23 In person class	Introductions to Beliefs: Identifying Core Beliefs, Schemas, Modes, & Intermediate/Conditional Beliefs; Evaluating &Modifying Core Beliefs • Review DTRS from last week • Film (in class) Negative Core Beliefs: Strategies to help clients identify negative core beliefs • Film (in class): Evaluating Negative Core Beliefs • Film (in class): Adaptive Beliefs: Asking leading questions	Beck 17 &18 Canvas • Cheat Sheet, Intermediate beliefs • List of Common Core Beliefs • Links: Schema Theory, Early Maladaptive Schemas (EMS), 18 EMS, Schema Modes, Schema Coping Styles (see next page for more) • Schema/Core Beliefs Worksheets • Sample Schema tx plan • PowerPoints on Chapter 17 (all slides) &Chapter 18 (slides1-5) Assignment: quiz
Module 10, 3/22/23 No class meeting Asynchronous Class	Cultural Humility and CBT • Examining Core Beliefs in a context of systemic oppression as well as multicultural perspectives • "Grandmother Talk Therapy" (Ted Talk) • Therapist/client intersectionality in treatment	Canvas: Continue PowerPoint from Module 9 Part 2, Chapter 18 at slide 6 Duarte-Velez, et al., (2010). Culturally adapted cognitive behavioral therapy Pettyjohn et al (2019). Therapeutic utility of discussing therapist/client intersectionality in treatment Assignment: One page reflection paper identifying multicultural core beliefs
Module 11, 3/29/23 In person class	The CBT Therapy Session • The First Session (post intake/evaluation) • Structure of CBT sessions • Action Plans (AKA Homework) • Activity Scheduling • Film: Second session with Abe and class discussion on the video of Abe's session.	Beck 6, 7, 8, & 10 • Canvas: Powerpoint Structure of a CBT Session
Module 12, 4/5/23 No class meeting Asynchronous Class	Completing a CBT Session DVD, Dr. Layden meets with a patient suffering from BLPD • Use of Imagery as a technique	Beck 20 & Appendix D, p. 387 Assignment: 15-minute paper

Module 13, 4/12/23 In person class	Special Lecture, Topic: Integrating Sex & Couple Therapy (Includes CBT Approaches)	Canvas: 1) Berman & Wohlsifer 2) Cheng 3) Kleinplataz et al. 4) PowerPoint Sex & Couple Therapy Assignment: Quiz on Canvas
Module 14, 4/19/23 In person Class	Course Conclusion/Progressing as a CBT Therapist/Final Journal Entry/Review for Final Exam	Canvas: 1) Leahy (it's one page long☺) Assignment: 1)Final Goals Journal Entry 2) Discussion Board Final Exam Q&A
Module 15, Asynchronous Group (w/Learning Pods) Final Exam	Final Exam You will have from 12 am Wednesday 4/19/23 until 11:59 pm on Friday 4/28/23 at 11:59 pm to complete the Final exam.	Complete finals with your learning pod & then complete peer evaluations

*In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Bibliography

American Psychological Association (Producer). (2007).Cognitive therapy for borderline personality disorder [DVD]. United States: APA.

American Psychological Association (Producer). (2012). Three approaches to psychotherapy with a male client : the next generation. [DVD]. United States: APA.

Berman, E. & Wohlsifer, D. (2011). Sexuality and the Life Cycle. In McGoldrick, M., Carter, B., & Garcia-Preto, N. (Eds), *The expanded family life cycle: Individual, family, & social perspectives, 4th Edition* (pp. 103-114). Boston, MA: Pearson

Cheng. M. (2007, February 2). Doctors are urged to ask patients about sex lives. *San Francisco Chronicle,* p. A 4

Dattilio, F. & Bahadur, M. (2005). Cognitive-behavioral therapy with an East Indian family. *Contemporary Family Therapy, 27*(3), 367-382.

Duarte-Velez, Y., Bernal, G., & Bonilla, K. (2010). Culturally adapted cognitive behavioral therapy: Integrating sexual, spiritual, and family identities in an evidence-based treatment of a depressed Latino adolescent. *Journal of Clinical Psychology, 66*(8), 895-906. Doi: 10.1002/jclp.20710
New York, NY: Guilford Press.

Hernández-Wolfe, P. (2011). Decolonization and "Mental" Health: A Mestiza's Journey in the Borderlands, *Women & Therapy, 34* (3), 293-306, DOI: 10.1080/02703149.2011.580687

Hollon, S. (2003). Does cognitive therapy have an enduring effect? *Cognitive Therapy and Research, 27*(1), 71-75.

Hollon, S, DeRubeis, R. Andrews, P., & Thompson Jr., J.A. (2020). Cognitive therapy in the treatment of prevention of depression: A fifty-year retrospective study with an evolutionary coda. *Cognitive Therapy and Research, 16,*
https://doi.org/10.1007/s10608-020-10132-1

Kleinplatz, P. J., Ménard, A. D., Paquet, M.-P., Paradis, N., Campbell, M., Zuccarino, D., & Mehak, L. (2009). The components of optimal sexuality: A portrait of "great sex." *Canadian Journal of Human Sexuality, 18*(1-2), 1–13.

Ledley, D.R., Marx, B.P., & Heimberg, R.G. (2010). *Making cognitive-behavioral therapy work, 2nd edition.* New York: Guilford Press.

Leahy, R. (Eds.) (1997). Practicing cognitive therapy: A guide to interventions. Northvale, NJ: Jason Aaronson Inc.

Leahy, R. (ED.) (2018). Science and practice in cognitive therapy: Foundations, mechanisms, and applications. New York: Guilford Press.

Pettyjohn, M.E., Tseng, C., & Blow, A. (2019). Therapeutic utility of discussing therapist/client intersectionality in treatment: When and how? *Family Process, (online only)* doi: 10.1111/famp.12471

Watts-Jones, D. (2010). Location of Self: Opening the door to dialogue on intersectionality in the therapy process. *Family Process, 49*(3), 405-420.
https://doi.org/10.1111/j.1545-5300.2010.01330.x

Young, J., Klosko, J., & Weishaar, M. (2003). *Schema therapy a practitioner's guide.* New York, NY: Guilford Press.

Course Delivery Mode

This class is designated as "primarily classroom" course which means less than 50% of the course is delivered online or asynchronously. You must log into CANVAS with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help.
http://www.fau.edu/oit/accounts/index.php

The course is organized into weekly units with dates provided for each unit. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic, your assignments for each week will be listed within the unit.

Computer Requirements
- Operating System
    - A computer that can run Mac OSX or Win XP or higher

    - Peripherals
        - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Communication Policy
- Announcements
    - You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.

- Course-related Questions
    - Post course-related questions to the **Course questions FAQ discussion board**. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.

- Email Policy
    - Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours.

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance
   Edwardo Santiago - eLearning Success Advisor - 561-297-3590
   or esantia5@fau.edu
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file,

visit http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux.
3. Complete a Help Desk ticket http://helpdesk.fau.edu/. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. Canvas also has its own help system (including chat and phone options)
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

Support Services and Resources

Office of Information Technology Online Help Desk:	http://helpdesk.fau.edu
FAU Libraries Website:	http://www.fau.edu/library
Center for Learning and Student Success Website:	http://www.fau.edu/class
University Center for Excellence in Writing:	http://www.fau.edu/UCEW
Math Learning Center:	http://www.math.fau.edu/MLC
Office of Undergraduate Research and Inquiry:	http://www.fau.edu/ouri
Student Accessibility Website:	http://www.fau.edu/sas
Office of International Programs and Study-abroad:	www.fau.edu/goabroad
Freshman Academic Advising Services:	http://www.fau.edu/freshmanadvising

The instructor reserves the right to adjust this syllabus as necessary.