EAST TEXAS A&M

PSY 520 (01W): Cognitive Behavior Therapy
COURSE SYLLABUS: Fall 2025

INSTRUCTOR INFORMATION

Instructor: Andryce Clinkscales, Ph.D.
Office Location: Virtual
Office Hours: Mondays 12:00-4:00 pm (Virtual), Tuesdays 7:10-8:10 pm (Mesquite)
University Email Address: Andryce.Clinkscales@etamu.edu
Preferred Form of Communication: Email
Communication Response Time: Within 48 hours, except for weekends and holidays

COURSE INFORMATION

Class Format: Online asynchronous, with **bi-weekly synchronous meetings via Zoom** throughout the semester on **Monday evenings from 4:30-6:00 pm.**

Textbook(s) Required:
Beck, J. S. (2020). *Cognitive behavior therapy* (3rd Edition). Guilford Press.

Additional course materials, such as supplemental readings, will be posted on D2L.

Course Description

Students will develop knowledge of various cognitive-behavioral models used to treat common psychological disorders and conditions. Students will learn to develop 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 cognitive-behavioral interventions within the context of the course in the form of an applied group project. This course focuses on the integration of clinical expertise, knowledge of patient preferences, and evidence-based strategies to facilitate development of research-based

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practice approaches to therapy. Emphasis is also placed on the use of cognitive-behavioral approaches in the school setting.

Student Learning Outcomes

1. Students will describe common cognitive-behavioral models for depression and anxiety disorders.
2. Students will identify and define critical elements of a cognitive-behavioral approach to therapy and case formulation.
3. Using provided clinical cases, students will write a cognitive-behavioral case formulation using the elements of case conceptualization.
4. Students will describe the basic strategies employed in practice for clinical monitoring, with emphasis placed on applicability in school settings.
5. Students will summarize a treatment protocol for an evidence-based intervention following review of criteria for evidence-based interventions and clinical expertise.
6. Students will demonstrate provision of a cognitive-behavioral approach to therapy and psychoeducation to intervention in the context of a field-based applied project. This project will include emphasis on cognitive formulation, specific interventions, and resources to implement the intervention.

NASP 2020 Domains of Practice:

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

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Domain 4: **Mental and Behavioral Health Services and Interventions**
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: **School-Wide Practices to Promote Learning**
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: **Services to Promote Safe and Supportive Schools**
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence- based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: **Family, School, and Community Collaboration**
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: **Equitable Practices for Diverse Student Populations**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an

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ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: **Research and Evidence-Based Practice**
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: **Legal, Ethical, and Professional Practice**
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

COURSE REQUIREMENTS

Class Format:
This is an online/hybrid course. Asynchronous instructional modules may include readings, presentations, and discussions. There will be several scheduled class meetings via Zoom to allow for the practice of skills. **Students are expected to come to the Zoom sessions with their cameras on, prepared to raise questions, analyze, synthesize and respond to questions regarding the content for that session. In addition, students are expected to have read the assigned text material and to have completed the relevant assignments before attending the session, as needed.**

There is an applied group project in this course that accounts for much of your grade. Therefore, it is critical to keep up with the content at a pace that will allow you to apply it during the time sensitive applied project.

GRADING

Final grades in this course will be based on the following scale:

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

Weights of the assignments in the calculation of the final letter grade:

Assignment	Percentage toward final grade
Case Conceptualizations	20%
Group Project	30%
Evidence-Based Practice Presentation	20%
Final Exam	20%
Attendance/Participation	10%

Course Activities and Assignments

Case Conceptualizations (20%)
Students will complete two brief case formulation assignments. For each paper, you'll read a case vignette and write a 3–4-page analysis that includes the presenting concern(s) and a review of research on appropriate cognitive-behavioral approaches for the client's presenting issues, drawing from course materials and assigned readings. More specific instructions will be given.

Group Project (30%)
Individually, students will complete a self-directed online training program titled *Everyday Parenting*, which is available for free on Coursera (see http://alankazdin.com/everyday-parenting-the-abcs-of-child-rearing/). This training introduces evidence-based strategies from Parent Management Training (PMT), developed by Kazdin (2005), and is structured to be completed over a four-week period.

In pairs or small groups, you will then apply these techniques by working with a volunteer parent-child pair from the community. The child should be between 3 and 12 years old. Before beginning any sessions, informed consent must be obtained and submitted via D2L. During each session, one student will take the lead therapist role, while the other provides support. You are required to use progress monitoring tools to track the intervention's effectiveness throughout.

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Each session will be video recorded, and the lead therapist will upload the video to D2L. From the recording, select two five-minute clips: one showcasing your strongest performance, and one where you'd like targeted feedback. Group supervision sessions will occur from weeks 6 to 15 to assist with case discussions. Be ready to discuss your experiences and share anonymized progress data during these meetings. Refer to the rubric on D2L for grading criteria.

Evidence-Based Practice Presentation (20%)
Students will give a 20-minute presentation focused on a therapeutic program that is grounded in evidence-based practices. This program should target a particular mental health disorder, a specific treatment concern, or be designed to support a distinct population of children or adolescents. Your presentation should first introduce and summarize the overall research base for the treatment area (about 5 minutes), followed by a detailed exploration of one specific program and its core strategies or techniques (around 15 minutes). You can choose a program used widely in clinical settings (such as private practices, hospitals, or outpatient clinics), or one that is appropriate for school-based mental health services. Make the session interactive (e.g., include at least one demonstration of a technique from the chosen program), and build in moments for audience participation and discussion. Example topics include Trauma-Focused CBT, Stress Inoculation Training, Dialectical Behavior Therapy, etc. For further guidance, refer to the rubric available on D2L.

Final Exam (20%)
At the end of the course, students will complete a comprehensive case analysis that builds off the case conceptualizations completed earlier in the semester. Students will receive background information and assessment data relevant to a clinical case. You will develop an evidence-based treatment plan and outline a structured approach for evaluating the client's response to the intervention. Your final paper should include a 1–2-page review of research supporting your treatment approach. It should also offer sufficient background on the case, a clearly defined and research-supported intervention strategy, and a well-designed plan for tracking treatment outcomes. The full paper should be 6-8 double-spaced pages, not counting references, tables, figures, or appendices, and must follow APA format.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:

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https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Interaction with Instructor Statement

Please feel welcome to contact me by email. All email should receive a response within 48 hours (except for weekends and holidays). If you have not received a response, then assume your email did not go through and please try again to make contact. All email

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should include the student's last name, first name, course name and brief description of the reason for contact.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Because this is a hybrid/online course, engaging fully in this course is important. Active participation means having your cameras on during synchronous Zoom sessions, contributing to class discussions, listening carefully, using technology responsibly, and offering thoughtful, critical insights into both course materials and lab activities. Further, clear and proactive communication with colleagues is a vital part of both the SSP program and the psychology profession. Developing strong professional relationships, building trust, and seeking supervision are important steps toward becoming a competent psychologist. If challenges come up that impact your learning or class performance, it's important to reach out to the instructor early to discuss possible support options.

Students are required to submit each assignment by the close date indicated in the course outline and/or D2L. Late work will not be accepted without a verifiable excuse. Please communicate as quickly as possible regarding illnesses or extenuating circumstances that inhibit you from completing assignments. Students will be required to submit documentation that will support the described circumstance.

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 announced in advance.

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 can be found at https://www.tamuc.edu/student-code-of-conduct/.

 If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

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Academic Integrity

Students at East Texas A&M 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 student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Graduate student academic dishonesty form:
https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf

East Texas A&M Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

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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 Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Nondiscrimination Notice

East Texas A&M 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 East Texas A&M buildings only by persons who have been

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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 East Texas A&M 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

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

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COURSE OUTLINE / CALENDAR

Week Date (Format)	Topics and Readings	Activities/Assignment(s) Due
Week 1 August 25 (Asynchronous)	**Reading and Reflection** READINGS: • Beck (2020) Chapter 1 • Benjamin et al. (2011) • Hofmann et al. (2012)	Reflection Questions
Week 2 9/1/25 (Synchronous)	**Psychotherapy and Case Conceptualization** READINGS: • Beck (2020) Chapter 4 • Eells & Lombart (2011) • Choudry et al. (2016) • Moleiro (2018)	
Week 3 9/8/25 (Asynchronous)	**Professional, Legal and Ethical Issues** READINGS: • Beck (2020) Chapter 5 • NASP & APA Ethical Principles • Koocher (2008)	Presentation Topic Selections
Week 4 9/15/25 (Synchronous)	**Considerations for CBT in Practice; Interpersonal Change Processes** READINGS: • Lipsitz (2013) • Worrell et al. (2010) • Antiracism Resources	
Week 5 9/22/25 (Asynchronous)	**Cognitive and Emotional Change Processes and Approaches** READINGS: • Samoilov & Goldried (2000) • Watson et al. (2006) • Hayes & Hofmann (2021) Optional: Brewin (1989)	PMT Consent Due Case Conceptualization #1
Week 6 9/29/25	**Goal Setting and Progress Monitoring/Structuring Sessions** READINGS:	PMT Supervision

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(Synchronous)	• Beck (2020) Chapter 9	
Week 7 10/6/25 (Synchronous)	**Evidence-Based Practice Presentations** **PMT Supervision**	
Week 8 10/13/25 (Asynchronous)	**CBT Core: Cognitive Conceptualization and Early Techniques** READINGS: • Beck (2020) Chapter 3 • King & Boswell (2019)	Case Conceptualization #2
Week 9 10/20/25 (Asynchronous)	**CBT Core: Homework and Behavioral Activation** READINGS: • Beck (2020) Chapter 7 & 8 • Okamoto et al. (2019)	
Week 10 10/27/25 (Synchronous)	**Evidence-Based Practice Presentations** **PMT Supervision**	
Week 11 11/3/25	**TASP Convention – No Class**	
Week 12 11/10/25 (Synchronous)	**CBT for Anxiety and Depression** READINGS • Reynolds et al. (2012) • Crowe & McKay (2017) **Adapted CBT for Individuals with Autism and Intellectual Disabilities** READINGS • Vasa et al. (2014) • Vereengooghe & Langdon (2013) • Weiss et al. (2018)	PMT Supervision
Week 13 11/17/25	**Evidence-Based Practice Presentations** **PMT Supervision**	

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(Synchronous)	
Week 14 11/24/25	**Thanksgiving Break – No Class**
Week 15 12/1/25 (Synchronous)	**Evidence-Based Practice Presentations** **PMT Supervision**
FINALS WEEK 12/8/25 (Asynchronous)	**Final Exam Due** **PMT Final Videos Due**

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