

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

SW 527 Cognitive Behavioral Therapy (3 credits)  
Section 002  
Spring 2018

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**Office Hours:** Tuesday 4-5CST/By appointment  
**Class Time:** Thursday 1-4  
**Room #:** 234

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

### **Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.csw.utk.edu](http://www.csw.utk.edu)).

### **Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

### **University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

### **Disability**

If you need course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall, Knoxville, TN 37996-4020 (865) 974-6087. This will ensure that you are properly registered for services.

### **Dimensions of Diversity**

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status,

marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

### **Course Description**

This is an advanced elective course. This course focuses on empirically validated treatment approaches of cognitive behavioral therapy. This course covers theory, concepts, and techniques of cognitive behavioral therapies, with a particular emphasis on intervention methods that may be used by Clinical Social Workers to help clients using CBT based interventions.

### **Course Rationale**

Social workers are the largest group of mental health providers. The rapid growth and empirical validation of cognitive behavioral therapy, methods, and techniques, and the increasing utilization of these approaches in clinical practice lends to this course being a useful elective for social worker students studying to become direct service clinicians. Many of the cognitive behavioral methods are considered short term, making cognitive-behavioral methods, perhaps, of particular value as more and more emphasis is placed on providing clients short-term courses of intervention. Many of these methods also have impressive outcomes documented through empirical research and are appropriate for use with diverse populations.

### **Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Describe the evidence-based, theoretical model that underlies cognitive behavioral therapy. (CT/EBP-C.1, C.2; HBSE-C.2; Practice-C.1, C.2; Policy C.2).(content: steps in evidence based practice, theoretical models and concepts, theory driven practice, neurobiology, developmental, mental health policy ). Group Research and Presentation Assignment, TF-CBT Assignment.
2. Identify the components of an evidence-based, functional behavioral assessment. (Practice-C.1, C.2, C.3). (content: case scenarios, professional use of self, steps in conducting FBA – define behaviors, baseline data, observation strategies, therapeutic relationship, antecedents-behavior-consequences; evidenced based assessment tools, information technology, diagnosis, dimensional assessment vs. categorical, psychosocial assessment, collection of data from multiple sources, takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning). Group Research and Presentation Assignment, Quizzes.
3. Identify the components for a cognitive behavioral conceptualization for a variety of disorders. (Practice-C.1, C.2, C.3). (content: components of conceptualization, case scenarios, downward arrow technique, core beliefs, schema, automatic thought, takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning). Review in class from adult Individuals class, Professional Interview, Research and Presentation Assignment, Quizzes.
4. Describe the components for a cognitive behavioral treatment plan. (Practice-C.1, C.2, C.3). (content: design and implement evidenced based practice, case scenarios, identification of problems and goals, ways to break goals into pieces, to make observable and measurable, etc., interventions linked to conceptualization, treatment techniques and strategies). Professional Interview, Group Research and Presentation Assignment.

5. Describe the major evidence-based, cognitive behavioral techniques/interventions for different problems or syndromes. (Practice-C.1, C.2, C.3). (content: case scenarios, disorder specific techniques and strategies for individuals, families and groups – cognitive restructuring, daily thought records, role plays, pleasant event scheduling, cognitive distortions, breathing retraining, psychoeducation, Socratic questioning, guided discovery, cognitive rehearsal, coping cards, electronic resources, etc.). Group Research and Presentation, Quizzes, Professional Interview.

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBP- C.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice). Group Research and Presentation Assignment, Professional Interview, Quizzes.

7. Apply knowledge of approach to assist individual with a specific problem(s) or syndrome(s). (CT/EBT-C.1; Practice-C.1, C.2, C.3). (content: theories, case scenarios, conceptualization, problem identification, goal development, critical thinking, treatment strategies, skills and strategies for working with individuals with multiple problems, steps in evidenced based practice). Group Research and Presentation Assignment, Quizzes, Trauma Certificate.

8. Describe ethical dilemmas that a social worker could encounter with using cognitive behavioral therapy (CT/EBT-C.1, Practice-C.1; Diversity-C.2; Value & Ethics-C.1, C.2, C.3; Social Justice-C.2). (content: NASW code of ethics, framework for resolving ethical dilemmas, case scenarios, maintain appropriate boundaries, ethnicity, race, culture, age and gender, advocacy and social change strategies with and on behalf of client systems). Group Research and Presentation Assignment.

### Required Texts

Dobson, Deborah and Dobson, Keith (2017). *Evidence-Base Practice of Cognitive Behavioral Therapy*. New York, NY: The Guilford Press

Additional Required Readings may posted on our Canvas course site

### Course Requirements:

**Group Research and Presentation Assignment (40 points + 20 points Quizzes):** Students will work in small groups to research and present one type of CBT, which will be chosen the first day of this course. Each group will develop a Multiple Choice, True/False quiz for each presentation, providing thoughtful, well-developed questions and the correct answers, which are due start of class the day of the groups' presentation. Quiz development will factor into your overall grade for this assignment. The material to correctly answer your questions should be professionally covered in your group presentation. If your group chooses a First/Second wave CBT treatment, please also include modern uses (vs. original uses or original development) for this type of CBT.

Each student will turn in a 1-2 page paper outlining their portion of the group project, the presentation and the individual paper outlining the student's work will be considered for the student's individual grade on this group project. Each group must critically analyze the CBT type chosen with thought to diversity; identifying specific culture, race, gender, and age where the CBT type has been researched, developed, or utilized in clinical practice. Each group must give a clinical Ethical Dilemma example and how they would utilize their CBT Type and the NASW code of Ethics, or Social Work approved ethic dilemma guide, citing the approved guide. (NASW, Reamer, etc.). Each group must include appropriate CBT based treatment plan goals based on their chosen type of CBT, based on populations served utilizing this type of CBT.

Each Group should present for no less than 2 hours. Each Group member needs to present material to earn full marks. Additional details on the Canvas course site.

**Clinical Interview (30 points):** Students will select one practicing clinician to interview regarding

knowledge of and use of CBT in their past and current clinical practice. Additional details on the course site.

**TF-CBT Certificate (10 points):** Students will complete the TF-CBT training through the <http://tfcbt.musc.edu/> website and present the certificate to the professor on the last day of class by start of class time or use the assignment link to upload a scanned copy of your certificate. These are free trainings and you must log in and create a user name and password.

If you have already completed the TF-CBT Certificate, you will complete the next step in this training which is: Child Traumatic Grief, CTGWeb. To access CTGWeb, a user must login using the same e-mail address they used when they registered and completed TF-CBTWeb. The web address is [www.musc.edu/ctg](http://www.musc.edu/ctg).

## EVALUATION PROCEDURES AND GRADES

**A (95-100) Outstanding/Superior:** Exceptional performance. Consistently exceeds expectations.

**B+ (90-94) Very Good:** Student consistently meets, and occasionally exceeds, normal expectations for the course.

**B (85-89) Good:** Student consistently meets normal expectations for the course.

**C+ (80-84) Average:** There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

**C (70-79) Poor:** There is lack of understanding of content. Student does not meet expectations.

**F (69-Below) Very Poor:** There is a lack of attendance or incomplete assignments. Course expectations are not met.

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### Late Policy: Late Assignments

Any assignments turned in late will receive a reduction of four points per day late and no assignments will be accepted seven days past the due date.

### Attendance Policy:

Given the nature of the material and the group project, attendance is mandatory for this course. Each missed class will result in 4 points of a students' final grade. Please note: being over half an hour tardy or leaving more than half an hour prior to the end of class will count as a missed class.

Additional Information and Readings will be found on the Canvas Course Site.

<p>January 18<sup>th</sup> Week #1</p>	<p><b>Intro, Overview of Course &amp; CBT</b></p> <p><b>Dobson &amp; Dobson Chapters 1-2</b></p> <p><b><u>Canvas Readings:</u></b></p> <p><b>McManus, F., et al. Cognitive-Behavior Therapy for Low Self Esteem: A Case Example. (2009). Science Direct. Cognitive and Behavioral Practice 16. 266-275.</b></p> <p><b>Dattilio, .M., &amp; Dickson, J. (2007). Science Direct. Cognitive and Behavioral Practice 14. 268-277</b></p> <p>* small groups will be assigned randomly and topics for group research and presentation will be presented today.</p>
<p>January 25<sup>th</sup> Week #2</p>	<p><b>CBT Theory</b></p> <p><b>Dobson &amp; Dobson Chapters 3-5</b></p> <p><b><u>Canvas Readings:</u></b></p> <p><b>Hupp, D.A. Stephen, Reitman, David, and Jewel, Jeremy D. Cognitive Behavioral Therapy Theory</b></p>
<p>February 1st Week #3</p>	<p><b>Guest Lecturer: Rick Hunter LCSW</b></p> <p><b>Acceptance and Commitment Therapy</b></p> <p><b><u>Canvas Readings:</u></b></p> <p><b>Twohig, M.P. (2012). Introduction: The basics of acceptance and commitment therapy. <i>Cognitive and Behavioral Practice</i>, 19, 499-507.</b></p> <p><b>Meuret, A.E., Twohig, M.P., Rosenfeld, D., Hayes, S.C., &amp; Craske, M.G. (2012). Brief Acceptance and Commitment Therapy and Exposure for Panic Disorder: A Pilot Study. <i>Cognitive and Behavioral Practice</i>, 19, 606-618.</b></p> <p><b>Yadavia, J.E., &amp; Hayes, S.C. (2012). Acceptance and commitment therapy for self-stigma around sexual orientation: A multiple baseline evaluation. <i>Cognitive and Behavioral Practice</i>, 19, 545-559.</b></p> <p><b>Peterson, B.D., et al (2009). Using Acceptance and Commitment Therapy to Treat Distressed Couples: A case study with two couples. Science Direct. Cognitive and Behavioral Practice 16, 430-442.</b></p>

<p>February 8<sup>th</sup> Week #4</p>	<p><b>CBT in Practice &amp; Introduction to DBT- Dialectical Behavioral Therapy</b></p> <p><b>Dobson &amp; Dobson Chapters: 10-13</b></p> <p><b><u>Canvas Readings:</u></b></p> <p><b>Kirby, J.S., &amp; Baucom, D.H. (2007). Integrating Dialectical Behavior Therapy and Cognitive-Behavioral Couple Therapy: A Couples Skills Group for Emotion Dysregulation.</b></p> <p><b>Science Direct. Cognitive and Behavioral Practice 14. 394-405</b></p> <p><b><i>Professional Psychology: Research and Practice.</i></b></p>
<p>February 15<sup>th</sup> Week #5</p>	<p><b>Guest Lecturer: Lauren Ruth Martin LPC</b></p> <p><b>Dialectical Behavioral Therapy</b></p> <p><b><u>Canvas Readings:</u></b></p> <p><b>Linehan, M.M., Schmidt, H., Dimeff, L.A., Craft, J.C., Kanter, J., &amp; Comtois, K.A. (1999). Dialectical behavior therapy for patients with borderline personality disorder and drug-dependence. <i>The American Journal of Addictions, 8, 279-292.</i></b></p> <p><b>Couch, C.M., &amp; Evans, I.M. (2012). Relationship focused parent training within a dialectical framework: A case study. <i>Clinical Child Psychology and Psychiatry, 17(3) 400-414.</i></b></p>
<p>February 22<sup>nd</sup> Week #6</p>	<p><b>Guest Lecturer Anna Ezell LMSW</b></p> <p><b>Cognitive Interventions &amp; Behavioral Change Elements</b></p> <p><b>Treatment &amp; Prevention of Relapse</b></p> <p><b>Dobson &amp; Dobson Chapters: 6-9</b></p> <p><b><u>Canvas Readings:</u></b></p> <p><b>Loeb, K.L. et al. Transdiagnostic Theory and Application of Family-Based Treatment for Youth with Eating Disorders. (2012) Cognitive and Behavioral Practice 19. 17-30.</b></p> <p><b>Bhar, S.S., Brown, G.K. Treatment of Depression and Suicide in Older Adults (2012). Cognitive and Behavioral Practice 19. 116-125.</b></p>

March 3rd Week #7	<b>Stress Inoculation Therapy</b>  <b>Canvas Readings:</b>  Kehle-Forbes, S., Polusny, M. A., MacDonald, R., Murdoch, M., Meis, L. A., & Wilt, T. J. (2013). A systematic review of the efficacy of adding nonexposure components to exposure therapy for posttraumatic stress disorder. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , 5(4), 317-322. Retrieved from <a href="http://proxy.lib.utk.edu:90/login?url=http://search.proquest.com.proxy.lib.utk.edu:90/docview/618794413?accountid=1476">http://proxy.lib.utk.edu:90/login?url=http://search.proquest.com.proxy.lib.utk.edu:90/docview/618794413?accountid=1476</a>  Ross, M. J., & Berger, R. S. (1996). Effects of stress inoculation training on athletes' postsurgical pain and rehabilitation after orthopedic injury. <i>Journal of Consulting and Clinical Psychology</i> , 64(2), 406-410. Retrieved from <a href="http://proxy.lib.utk.edu:90/login?url=http://search.proquest.com.proxy.lib.utk.edu:90/docview/618794413?accountid=1476">http://proxy.lib.utk.edu:90/login?url=http://search.proquest.com.proxy.lib.utk.edu:90/docview/618794413?accountid=1476</a>
March 8 <sup>th</sup> Week #8	<b>No Class- COMPS week (you got this!)</b>

March 16 <sup>th</sup> Week #9	<b>No Class- SPRING BREAK</b>
March 22 <sup>nd</sup> Week #10	<b>Group Presentations &amp; Quiz #1 opens Friday 3/23 8AM CST and will close Wednesday 3/28 midnight CST</b>
March 29 <sup>th</sup> Week #11	<b>Group Presentations and Quiz # 2 opens Friday 3/30 8AM CST and will close Wednesday 4/4 midnight CST</b>
April 5 <sup>th</sup> Week #12	<b>Group Presentations &amp; Quiz # 3 opens Friday 4/6 8AM CST and will close Wednesday 4/11 midnight CST</b>
April 12 <sup>th</sup> Week #13	<b>Group Presentations &amp; Quiz #4 opens Friday 4/13 8AM CST and will close Wednesday 4/18 midnight CST</b>