

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

**SW 527 – Cognitive Behavioral Therapy
Section 003
3 credit hours
Spring, 2018**

Prerequisites: 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

Instructor: Dr. Freida Herron, DSW, LCSW	Phone: 865-974-6680
Class Time: ONLINE, Thursdays, 7:00 p.m. (EDT/EST)	Email: fherron@utk.edu
Office Hours: Available by appointment	<i>(e-mail contact preferred)</i>

This syllabus will not be considered final until after the 1st class meeting

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). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The 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 (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. Cognitive Behavioral Therapy (CBT) has been well researched and found to be effective. Many types of interventions are now considered to be CBT-based and there are treatment options that are suitable for individual, in group and online delivery. This course will explore the theoretical and empirical basis that supports CBT. Students will also study treatment models and techniques employed to [treat common mental health problems with appropriate forms of CBT interventions](#).

Course Rationale

Licensed Clinical Social Workers comprise the largest group of mental health treatment providers in the United States. It is essential that Social Workers become familiar with CBT theories, models and techniques since it is the most empirically validated category of interventions currently available. Evidence-based CBT interventions are available for many of the most common mental health problems, including depression and many forms of anxiety disorders. Treatment can be offered in traditional or brief formats. CBT is suitable for use with a wide span of age groups and many interventions have been culturally adapted to allow Social Workers to serve 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).
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,

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gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning).

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).

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).

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.).

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).

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).

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).

Required Textbooks

Dobson, D. & Dobson, K. (2016). *Evidence-Based Practice of Cognitive Behavioral Therapy* (2nd ed). Guilford Press: New York.

Additional material (reading, websites, videos) will be assigned and available through Canvas.

Course Requirements and Instructional Policies

This is an online class using the Canvas Learning Management System platform and Zoom videoconferencing technology. Students are expected to attend classes, participate in discussions, classroom exercises, group work, and to complete all assignments. Please note that the course is outlined in the syllabus, but the instructor may assign additional readings and other activities as the course progresses over the semester.

For your convenience, the Zoom link will be available 15 minutes before the listed start time and class will begin promptly. All Zoom sessions will be recorded and accessible on an unlisted YouTube playlist link on the Canvas site for the course. Plan to be available for Zoom sessions from a quiet location. Attempting to attend class while driving, in an airport or other public setting creates a distracting environment for the student and for members of the class.

Late Quizzes and Discussion Boards will not be accepted. Written assignments may be turned in up to 3 calendar days past the due date, however each late day will cause the assignment to lose 10% of its original value. Extensions of time for an assignment due to medical or personal emergency are made at the discretion of the instructor. A student seeking an extension should consult with the instructor *in advance*. Technical difficulties are not an acceptable excuse for turning late assignments. **Technical inquiries should be directed to the OIT helpdesk.**

Grading Scale for SW527

A	(97-100) - Superior/exceptional; exceeds course expectations
A-	(93-99) - Excellent; almost always exceeds course expectations
B+	(90 to 92) Very good; mostly exceeds course expectations
B	(85-89) - Good; consistently meets expectations for the course
C+	(80 - 84) - Average; grasp of material is uneven; inconsistently meets course expectations
C	(70-79) - Poor; Student does not grasp material; often fails to meet course expectations
F	(69 and below) – Very poor; expectations for the course are not met

Course Structure and Assignments

Module 1 focuses on learning (1) the evolution of CBT therapies and the underlying theory/evidence base, and (2) assessment/case formulation. A case will be introduced, and students will have the opportunity to conduct an intake assessment (role-played with the instructor) during class. Concepts will be taught through reading, videos and classes, and reinforced through assignments.

Module 1 Assignments:

Module 1 Quiz: will cover CBT's development, theory and research evidence base.

- *Course competencies measured: 1, 2 and 6.*
- *Dimensions of measurement: Knowledge*

Module 1 Individual Case Conceptualization Paper: An i assessment role play with a fictional client will be conducted in class. Students will prepare a paper that demonstrates applied knowledge of assessment, case conceptualization and formulation.

- *Course competencies measured: 2 through 7*
- *Dimensions of measurement: Knowledge, Cognitive and Affective Processes*

Module 2 will focus on four “treatment families” within the larger context of CBT: Mindfulness-based therapies, exposure-based therapies, acceptance-based therapies and emotion regulation-based therapies. There will be a class on each of these treatment approaches and supporting materials available through the Canvas website will reinforce student learning.

Module 2 Assignments:

Four short **Synopsis and Reflection papers** will be prepared after students attend class, complete readings and view videos/training websites

- *Course competencies measured: 2 - 8*
- *Dimensions of measurement: Knowledge, Cognitive and Affective Processes, Values*

Module 3 will continue building the student’s knowledge and skills in measuring client progress/outcomes as well as in termination/relapse-prevention procedures. Ethical dilemmas and CBT delivery with diverse populations will be explored.

Module 3 Assignments:

Discussion Board:

The class will engage in a discussion board over a two-week period on the topic of cultural adaptations of CBT to serve diverse client populations

- *Course competencies measured: 8*
- *Dimensions of measurement: Cognitive and Affective Processes, Values*

Group Project (parts 1 and 2):

Learning will be reinforced through a two-part group project assignment. Student groups will be assigned an aspect of the case with “Donna” that focuses on a specific mental health problem. In part one, students in each group will research and select an appropriate evidence-based CBT treatment approach and prepare an in-class presentation of the case/intervention approach. In part two of the group project, students will prepare a paper to demonstrate knowledge of the selected CBT-based intervention from assessment through termination.

- *Course competencies measured: 1 through 8*
- *Dimensions of measurement: Knowledge, Cognitive and Affective Processes, Values*

Module Snapshots and Week-by-Week Assignment View

Date	Classes	Assignments/Activities
Module 1 Snapshot	Zoom: 1/11, 1/18, 1/25 Module Themes: <ul style="list-style-type: none"> • Evolution of CBT • Theoretical and evidence base supporting CBT • CBT Assessment • In-class assessment of “Donna” 	Reading for the Module: Dobson & Dobson (2016) - textbook <ul style="list-style-type: none"> • Chapter 1: pages 1 -11 • Chapters 2 and 3: pages 16 – 65 • Chapter 13: pages 284 - 308 Craske (2017) <ul style="list-style-type: none"> • Chapter 2 – available on Canvas Herbert, Gaudiano & Forman, 2013. The importance of theory in cognitive behavior therapy: A perspective of contextual behavioral science <ul style="list-style-type: none"> • Available on Canvas Assignments (all due @ 11:59 p.m., EST) <ul style="list-style-type: none"> ✓ Case Conceptualization Paper (due 2/1/18) ✓ Quiz (open 1/29; due 2/1/18)
1/11/18	Zoom Session , 7:00 p.m., EST/6:00 CST	Course introduction <ul style="list-style-type: none"> • CBT’s theoretical base • Evolution of CBT • Is CBT effective? Research evidence
1/18/18	Zoom Session , 7:00 p.m., EST/6:00 CST	CBT Assessment and Case Formulation <ul style="list-style-type: none"> • At intake and throughout treatment
1/25/18	Zoom Session , 7:00 p.m., EST/6:00 CST	Assessing “Donna” <ul style="list-style-type: none"> • Instructor will role-play “Donna” and students will conduct an intake assessment during class. Format/instructions will be discussed prior to this class
1/25/18	No Zoom <ul style="list-style-type: none"> • Work week to complete assignments 	Assignments (all due @ 11:59 p.m., EST) <ul style="list-style-type: none"> ✓ Case Conceptualization Paper (due 2/1/18) ✓ Quiz (opens 1/29/18)

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Date	Classes	Assignments/Activities
Module 2 Snapshot	Zoom: 2/8, 2/15, 3/1, 3/22 Module Themes: <ul style="list-style-type: none"> • Mindfulness CBT • Exposure CBT • Acceptance-based CBT • Emotion Regulation CBT 	Materials for the Module: <ul style="list-style-type: none"> • Each class will have reading and/or videos assigned. Weekly materials are noted below, and all will be available on Canvas Assignments – Synopsis and Reflection Papers ✓ Due on 2/14, 2/21, 3/7, 3/21
2/8/18	Zoom Session, 7:00 p.m., EST/6:00 CST	Mindfulness-Based CBT Treatments Streaming Video: Mindfulness Cognitive Therapy and the Prevention of Depression (85 minutes) <ul style="list-style-type: none"> • See link on Canvas Assignment ✓ Synopsis/reflection paper due 2/14
2/15/18	Zoom Session, 7:00 p.m., EST/6:00 CST	Exposure-Based CBT Treatments Huppert & Baker-Morissette (2003). Beyond the manual: An insider’s guide to panic control treatment. Craske (2017) Chapter 4 in <i>Cognitive-behavioral therapy</i> Cognitive Processing Therapy (CPT) online training module (see Canvas for link) Assignment: ✓ Synopsis and reflection paper due 2/21
2/22/18	Zoom Session, 7:00 p.m., EST/6:00 CST	Emotion Regulation-Based CBT Treatments Fresco, D. M., et al. (2013). Emotion regulation therapy for Generalized Anxiety Disorder. Neacsiu, A. D., et al. (2012). Emerging approaches to counseling intervention: Dialectical Behavior Therapy Streaming Video: Fundamentals of DBT with Josh Smith (link available on Canvas) Assignment: ✓ Synopsis/reflection paper for this material due MONDAY 3/19
3/1/18	Zoom Session, 7:00 p.m., EST/6:00 CST	Acceptance-Based CBT Treatments Hayes-Skelton, S. A. et al. (2013). An acceptance-based behavioral therapy for individuals with generalized anxiety disorder (video link in article). Streaming Video: Acceptance and Commitment Therapy (96 minutes; link available on Canvas) Assignment: Synopsis/reflection paper due 3/7
3/8 & 3/15	<i>No Zoom</i>	<i>Comprehensive Exam week; Spring Break Week</i>

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<p>Module 3 Snapshot</p>	<p>Zoom: 3/22, 3/29, 4/19 Module Themes:</p> <ul style="list-style-type: none"> • Diverse populations • Therapeutic challenges and ethical dilemmas • Evaluation and termination 	<p>Materials for the Module:</p> <p>Dobson & Dobson (2016)</p> <ul style="list-style-type: none"> • Chapter 12 (p. 356 – 383) <p>Interian, A. et al. (2008). A pilot study of culturally adapted cognitive behavior therapy for Hispanics with major depression.</p> <p>Fuchs, C. H. et al. (2016). Reactions to an acceptance-based behavior therapy for GAD: Giving voice to the experiences of clients from marginalized backgrounds.</p> <p>Gottlieb, M. C. et al. (2009). Boundary management for cognitive behavioral therapies.</p> <p>Jakobsons, L. J., et al. (2007). When are clients ready to terminate?</p> <p>Assignments:</p> <ul style="list-style-type: none"> ✓ Discussion Board (opens 3/22; due 4/5/18) ✓ Group Presentations (4/19/18) ✓ Group Paper (due 4/27 @ 11:59 p.m., EDT)
<p>3/22/18</p>	<p>Zoom Session, 7:00 p.m., EDT/6:00 CDT</p>	<p>Diversity and Ethical Challenges</p> <ul style="list-style-type: none"> • Lecture and in-class discussion <p>Assignment</p> <ul style="list-style-type: none"> • Discussion Board – (opens 3/22; due 4/5)
<p>3/29/18</p>	<p>Zoom Session, 7:00 p.m., EDT/6:00 CDT</p>	<p>Evaluation and Termination</p>
<p>4/5/18</p>	<p><i>No Zoom</i></p>	<p><i>Work week to prepare group project</i></p>
<p>4/12/18</p>	<p><i>No Zoom</i></p>	<p><i>Work week to prepare group project</i></p>
<p>4/19/18</p>	<p>Zoom Session, 7:00 p.m., EDT/6:00 CDT</p>	<p>Group Project Presentations (in-class) Group Project Paper</p> <ul style="list-style-type: none"> • Due 4/27/18 @ 11:59 p.m. EDT

Grading

Assignment	Points Available
Module 1 Quiz	5
Case Conceptualization Paper	20
Synopsis/Reflection Papers (4 @ 10 points each)	40
Discussion Board	5
Group Project - In-class Presentation	10
Group Project - CBT Intervention Paper	20
Total Points Available	100

Assignment	Value	Related Course Competencies	Dimensions of Course Competencies
Discussion Board (5 points)	5%	8	Cognitive and affective processes; values
Quiz (5 points)	5%	1, 2, 6	Knowledge
Assessment and Case Conceptualization Paper	20%	2 - 7	Knowledge; Cognitive and affective processes; Skill
Synopsys and Reflection Papers (4 short papers @ 10 points each)	40%	2 - 8	Knowledge; Cognitive and affective processes: Values
Group Project Presentation (in-class presentation of CBT intervention and treatment plan for "Donna" - 10 points)	10%	1 - 8	Knowledge; Cognitive and affective processes: Values; Skill
Group Project Paper (Detailed paper describing CBT intervention and treatment for "Donna" – 20 points)	20%	1 - 8	Knowledge; Cognitive and affective processes: Values; Skill
Total	100%		