THE UNIVERSITY OF TENNESSEE, KNOXVILLE  
COLLEGE OF SOCIAL WORK  

SW 527 - Cognitive Behavioral Therapy  
Section 003 - Online  
3 credit hours  
Spring, 2019  

Instructor: Ashley Childers LCSW  
Office Phone: 615-782-3387  
Email: achilde8@utk.edu  

Office Hours: Thursday 4-5 CST/By appointment  
Class Time:  

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).  

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, Knoxville Student Disability Services office 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. 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**


Additional Required Readings posted on our Canvas course site

**Course Requirements:**

**Group Research and Presentation Assignment (40 points + 20 points Quizzes): Multiple due dates, depending on Group Presentation Date.**

Students will work in small randomized groups to research and present one type of CBT, which will be chosen the first day of this course. Groups will be randomly assigned by the Professor. 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. This means one designated group member will need to contact OIT at 1-865-974-9900 and request a Zoom Pro Account. I encourage you to determine who in your assigned group will plan on hosting
the Zoom presentation and have them call OIT to request a Zoom Pro account, so they can test it prior to your group presentation recording. Additional Directions to utilize youtube to host your zoom video and to create a youtube link on Canvas, All Group presentations will be shared with the class via our Course Canvas site. Additional details on the Canvas course site.

Clinical Interview (30 points): Due 13th by 11:59PM CST. 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.

Class Quiz: 10 Points. Opens February 27th at 5PM CST and closes March 5th @ 11:59PM CST. This is a multiple choice, True/False Quiz which covers the Textbook Readings and Class Presentations. This quiz covers materials from the first day of class until the Group Presentations.

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

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.

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.
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<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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| January 16th | Week 1     | Live ZOOM: 5-6PM CST  
Introduction to the course, course expectations, and the Canvas site.  
Link on Canvas |  |
| January 23rd | Week #2     | Intro, Overview of Course & CBT  
Dobson & Dobson Chapters 1-2  
Canvas Readings:  
* small groups will be assigned randomly and topics for group research and presentation will be presented today |  |
| January 30th | Week #3     | CBT Theory  
Dobson & Dobson Chapters 3-5  
Canvas Readings:  
Hupp, D.A. Stephen, Reitman, David, and Jewel, Jeremy D. Cognitive Behavioral Therapy Theory |  |
| February 6th | Week #4     | Use of CBT in Addictions/Eating Disorders  
Cognitive Interventions & Behavioral Change Elements  
Treatment & Prevention of Relapse  
Dobson & Dobson Chapters: 6-9  
Canvas Readings:  
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Canvas Readings</th>
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<tbody>
<tr>
<td>February 13th</td>
<td>LIVE Zoom 5-6PM CST Link on Canvas</td>
<td>Recorded Guest Lecturer: Rick Hunter LCSW</td>
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<td>Week #5</td>
<td>Acceptance and Commitment Therapy</td>
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<td><strong>Canvas Readings:</strong></td>
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<td>Clinical Interview Assignment due today by class time</td>
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<td>February 20th</td>
<td>CBT in Practice &amp; Introduction to DBT- Dialectical Behavioral Therapy</td>
<td>Dobson &amp; Dobson Chapters: 10-13</td>
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<td>Week #6</td>
<td><strong>Canvas Readings:</strong></td>
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<td>Professional Psychology: Research and Practice.</td>
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<td>February 27th</td>
<td>SIT- Stress Inoculation Therapy</td>
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<td>Week #7</td>
<td><strong>Canvas Readings:</strong></td>
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Class Test opens after class today and closes @ 11:59PM Wednesday 2/27.

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<tr>
<th>March 6th</th>
<th>Group Presentations &amp; Quiz #1 opens Friday 3/1 @ 8AM CST and will close Wednesday 3/6 @ 11:59PM</th>
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<tbody>
<tr>
<td>March 13th</td>
<td>No Class -COMPS week</td>
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<td>March 20th</td>
<td>No Class- Spring Break</td>
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<td>March 27th</td>
<td>Group Presentations and Quiz # 2 opens Friday 3/8 8AM CST and will close Wednesday 3/13 @ 11:59PM CST</td>
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<td>April 3rd</td>
<td>Group Presentations &amp; Quiz #3 opens Friday 3/29 8AM CST and will close Wednesday 4/3 @ 11:59PM CST</td>
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<td>April 10th</td>
<td>Group Presentations &amp; Quiz #4 opens Friday 4/12 8AM CST and will close Wednesday 4/17 @ 11:59PM CST</td>
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<td>April 17th</td>
<td>(IF needed) Group Presentations &amp; Quiz #5 opens Friday 4/19 8AM CST and will close Wednesday 4/24 @ 11:59PM CST</td>
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