THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK
DSW Program

SW 610: Cognitive Behavioral Therapy I (3 credits)
Summer 2018

Instructor: Robert Mindrup, PsyD, MSSW   **Time:** Wednesday (6:00-8:00pm Eastern)
Email: rmindrup@utk.edu   **Credit Hours:** 3
Office hours: by appointment

Instructor reserves the right to make adjustments to the syllabus before the first class

Course Rationale
An advanced understanding of the spectrum of cognitive and behavioral therapies available today must include an in depth knowledge of the foundational theories supporting these interventions. This class provides both an understanding of these theories, as well as connecting these theories to practice. The most direct connection of theory to practice is in the case-conceptualization. This course will provide a thorough review of this connection, as well as an opportunity to apply these theories in practice.

Student Learning Objectives
By the completion of this course, students are expected to be able to demonstrate (through course activities and assignments):

1. Critically analyze the philosophy undergirding cognitive behavioral therapy.
2. Identify and describe several cognitive behavioral theories relevant to cognitive behavioral social work practice with a particular emphasis on Cognitive-Behavioral Therapy (CBT) and Rational Emotive Behavioral Therapy (REBT).
3. Critically analyze cognitive behavioral and derivative theories used to inform cognitive behavioral social work practice with a particular emphasis on CBT and REBT.
4. Apply theoretical knowledge and critical thinking to the development of case conceptualization and treatment planning.
5. Select appropriate theories for use in student practice areas based on research evidence, practice experience and wisdom, and theoretical "match" with the population they serve.

Course Description
Reviews theoretical underpinnings of CBT (behavioral, social learning, cognitive), development of case conceptualizations, and technique development.

Learning Environment
This class is an online class. This course will feature synchronous sessions with a face-to-face intensive week. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course will include live and recorded lectures through Zoom and Canvas, discussion boards, reading assignments, and face-to-face clinical simulations.

Required Texts:

Dobson, K.S. (2010). *Handbook of Cognitive-Behavioral Therapies (3rd Ed.).* New York: Guilford Press.

Newman, C.F. (2013). *Core Competencies in Cognitive-Behavioral Therapy: Becoming a highly effective and competent Cognitive-Behavioral Therapist.* New York: Routledge.

UNIVERSITY POLICIES

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*).

Plagiarism
It is assumed that all of your work is original for every assignment, including online, and that you are aware of appropriate citation rules. If you are not *completely* familiar with citation rules, please review them at the UT Library web site: http://writingcenter.utk.edu/for-students/citingsources/ This website has other links as well. Please be aware that copying material verbatim from the web is considered plagiarism unless it is appropriately cited as verbatim material. Canvas now provides the means for automatically scanning submitted assignments to determine if they include plagiarized material. Please assume that your material will be automatically scanned when it is submitted.

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.

Information Literacy/Technological Resources
This course will be conducted online using Zoom and Canvas. Students must have a working knowledge of all aspects of Zoom and Canvas, particularly accessing assignments and learning resources, viewing PowerPoint presentations, submission of assignments, and communication with the instructor and other students.

Course Requirements:

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EVALUATION PROCEDURES AND GRADES
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A (95-100)   Outstanding/Superior. Exceptional Performance. Consistently exceeds expectations.
B+ (90-94.9) Very good. Student consistently meets and occasional exceeds normal expectations for the course.
B (85-89.9)   Good. Student consistently meets normal expectations for the class.
C+ (80-84.9) Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
C (75-79.9)   Poor. There is a lack of understanding of the course content. Student does not meet course expectations.
F (74.9 and below) Very Poor. There is a lack of attendance or incomplete assignments. Course expectations are not met.

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ASSIGNMENTS
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Critical Thinking Question & Answer (CTQA) (3 x 10 points each): CTQA is intended to promote high levels of critical thinking and to encourage thoughtful dialogue with your peers. Students will be asked to create and post ONE original CTQA via Canvas discussions. Each question and answer should reflect content from the current (or previous) week's readings, lectures, videos, etc. Students will be evaluated on their ability to generate questions and answers demonstrating critical thinking based on the *revised Bloom's Taxonomy of Cognitive Dimensions*. In addition to posting one original CTQA, students will be expected to make two responses to original CTQA's made by their peers. The instructions and scoring rubric can be found on Canvas.

Grand Rounds Group Presentation (35 points): Students will be pre-selected into groups of two or three (see Canvas for group assignments). Each group will be asked to either create or select a clinical case from their practice. It is up to the group to decide the particular population of the case (e.g., adult with depression, adolescent with social anxiety disorder, etc). If an actual case is selected, then any and all efforts to maintain the client anonymity shall be executed. Each group will complete a written (**no more than 2 double spaced pages**) **Case History** (see Canvas for template) using their selected client. The **Case History** shall be posted via Canvas

discussion board in the form of file attachment (i.e., Word document) by midnight (Eastern) Friday, June 22nd. Each group will use a **CBT informed approach** and will complete a Grand Rounds presentation, which will include a comprehensive theoretical case conceptualization including treatment plan and course of treatment. Each Grand Rounds group will be assigned a group grade. Equal participation in the development and execution of the presentation is required. If unequal participation occurs, then the instructor reserves the right to deduct points from any individual group member. This presentation shall be completed using either Powerpoint or Prezi and shall take approximately **20-25 minutes**. The Instructions and Scoring Rubric can be found on Canvas.

Grand Rounds Group Clinical Simulation (20 points): Each group will select a session that they described in their presentation above and conduct a clinical simulation with their partner immediately following the Grand Rounds Group presentation. Only one clinical simulation per group is required. One group member will perform the role of the clinical social worker and the other member will play the role of the client. Each Grand Rounds group will be assigned a group grade. Equal participation in the development and implementation of the clinical simulation is required. If unequal participation occurs, then the instructor reserves the right to deduct points from any individual group member. The clinical simulation shall take approximately **15 minutes**. The Instructions and Scoring Rubric can be found on Canvas.

Grand Rounds Review Panel (2 x 5 points each): Each student will be assigned (see Canvas for group assignments) to serve on two Grand Round Review Panels. Prior to Grand Rounds, each review panel member should read and review the Case History (posted on Canvas as discussed above) for their assigned review groups. The review panel will be expected to critique the Grand Rounds presenters by asking challenging questions and by identifying and sharing presenter strengths and areas for growth regarding any of the presented material (e.g., case conceptualization, specific intervention strategy, consistency between theory and demonstrated intervention, execution of the clinical simulation). The Grand Rounds Review Panel should take approximately **10-15 minutes.** The Instructions and Scoring Rubric can be found on Canvas.

Each group should plan to spend **35-40 minutes** to complete the Grand Rounds presentation and clinical simulation. In total, including the Review Panel, each Ground Rounds should take **50-55 minutes.** Questions from the featured review panel, peers, and instructor will follow the presentation and clinical simulation. The order in which groups will complete the Grand Rounds assignments will be presented during the first class on June 6.

Grand Rounds Reflection (5 points): Following your Grand Rounds presentation and simulation, please write (and upload to Canvas via Word document) a 1-2 page (double spaced, 12 point font) reflection about your experience with Grand Rounds in your role as a presenter and as a panel review member. The full 5 points will only be awarded to those students who demonstrate critical insight, professional transparency, and genuineness. In your role as a Grand Rounds presenter (including the simulation): *1) what insights do you take away from this experience; 2) in what areas did you perform well; 3) in what areas did you perform less well; and 4) if you could re-do Grand Rounds, what would you do differently and why?* Please only share personal information to the degree to which you are comfortable. Only the instructor will have access to your reflection.

100 TOTAL POINTS POSSIBLE

COURSE OUTLINE

Module 1 **Theoretical Underpinnings & Conceptual Foundations** *Synchronous Session June 6 6:00-8:00PM (ET)*	**Required Text Reading:** **Dobson:** *Chapters: 1 - 4* **Newman:** *Chapters: 1 & 2* **Required Canvas Reading:** Bowins, B. (2013). Cognitive regulatory control therapies. *American Journal of Psychotherapy, 67*(3), 215-236. Giacomantonio, S. (2012). Three problems with the theory of cognitive therapy. *American Journal of Psychotherapy, 66*(4), 375-390. Lyddon, W. (1995). Cognitive therapy and theories of knowing: A social constructivist view. *Journal of Counseling and Development, 73,* 579-585. **Recommended Canvas Reading:** Austin, A., Craig, S.L., & D'Souza, S.K. (2018). An AFFIRMative cognitive behavioral intervention for transgender youth: Preliminary effectiveness. *Professional Psychology: Research and Practice, 49*(1), 1-8.
	CTQA 1: **Due June 12** by midnight (Eastern)
Module 2 **CBT & Conceptualization** *Synchronous Session June 13 6:00-8:00PM (ET)*	**Required Text Reading:** **Dobson:** *Chapters: 6 & 9* **Newman:** *Chapters: 3 - 8* **Required Canvas Reading:** Clark, D.A. & Beck, A.T. (2010). Cognitive theory and therapy of anxiety and depression: Convergence with neurobiological findings. *Trends in Cognitive Science, 14,* 418-424. Field, T.A., Beeson, E.T., & Jones, L.K. (2015). The new ABCs: A practitioner's approach guide to neuroscience-informed cognitive-behavior therapy. *Journal of Mental Health Counseling, 37*(3), 206-220. Meidlinger, P.C. & Hope, D.A. (2017). The new transdiagnostic cognitive behavioral treatments: Commentary for clinicians and clinical researchers. *Journal of Anxiety Disorders, 46,* 101-109

	Highly Recommended Canvas Reading: Renaud, J., Russell, J., & Myhr, G. (2014). Predicting who benefits most from cognitive-behavioral therapy for anxiety and depression. *Journal of Cognitive Psychology*, 70(10), 924-932. **Required Canvas Video Assignment:** "Riding a Bike" video (8 minutes)
	CTQA 2: **Due June 19** by midnight (Eastern)
Module 3 **REBT & Conceptualization** *Synchronous Session June 20* *6:00-8:00PM (ET)*	**Required Text Reading** **Dobson:** *Chapter: 8* **Newman:** *Chapters: 9 - 11* **Required Canvas Reading:** David, D., Kangas, M., Schnur, J., & Montgomery, G. (2004). REBT depression manual; Managing depression using rational emotive behavior therapy. Babes-Bolyai University (BBU), Romania. **Highly Recommended Canvas Reading:** Still, A. (2006). Rationality and REBT. *Journal of Cognitive and Behavioral Psychotherapies, 6*(1), 5-10. **Required Canvas Video Assignment:** "Albert Ellis" video (40 minutes)
	****CASE HISTORY DUE by Friday June 22 at midnight****

Module 4 **Grand Rounds: Preparation & Consultation** *Intensive Week June 25-29 9am-12pm (ET)*	**Required Text Reading----For the Week** **Dobson:** *Chapters: 12 - 14* **Required Canvas Reading:** Talkovsky, A.M., Green, K.L., Osegueda, A., & Norton, P.J. (2017). Secondary depression in transdiagnostic group cognitive behavioral therapy among individuals diagnosed with anxiety disorders. *Journal of Anxiety Disorders, 46,* 56-64. Valmaggia, L.R., Tabraham, P., Morris, E., & Bouman, T.K. (2008). Cognitive behavioral therapy across the stages of psychosis:

	Prodromal, first episode, and chronic schizophrenia. *Cognitive and Behavioral Practice, 15,* 179-193.
	Highly Recommended Canvas Video: "CBT Demonstration" video (105 minutes) **Highly Recommended Canvas Reading:** Heapy, A.A., Stroud, M.W., Higgins, D.M., & Sellinger, J.J. (2006). Tailoring cognitive-behavioral therapy for chronic pain: A case example. *Journal of Clinical Psychology: In session, 62*(11), 1345-1354. **June 25** In-class focused preparation for Grand Rounds with instructor consultation **June 26-29** **Grand Rounds Presentations & Clinical Simulations**
	<u>**GR Reflection**</u>: **Due July 3** by midnight (Eastern) <u>**Panel Review Rankings:**</u> **Due July 3** by midnight (Eastern) <u>**CTQA 3:**</u> **Due July 3** by midnight (Eastern)