

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

**Syllabus: SW-530 - Seminar in Clinical Social Work: Cognitive Behavior Therapy  
Spring 2004**

**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 (<http://www.csw.utk.edu/mssw/>).

**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. (*Hill topics, 2003*).

**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 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

**Course Description:**

This is a course on the theory, concepts, and techniques of cognitive behavior therapies, with a particular emphasis on intervention methods that may be used by the social worker to help clients with specific problems.

**Course Rationale:**

The rapid growth and empirical validation of cognitive-behavioral theory, methods, and techniques, and the increasing utilization of these approaches in social work practice, make this course a useful elective for social work students studying to become direct service workers. Many cognitive-behavioral methods are what could be called "short-term," making cognitive-behavioral methods, perhaps, of particular value as more and more emphasis is placed on providing clients with short-term courses of intervention. Many of these methods also have impressive outcomes documented through empirical research. The concepts and methods of cognitive-behavioral therapy are also useful in understanding and working with diverse client populations who do not wish, are not appropriate for, or do not respond to more traditional therapeutic approaches.

**Course Objectives:**

By the end of this course students are expected to be able to:

1. Describe major theoretical assumptions and concepts common to all cognitive-behavioral models;
2. Demonstrate an understanding of the potential role of cognitions in the development and maintenance of problematic behavioral and affective states;
3. Discuss the role of research in validating use of clinical techniques that are prescribed in various theoretical models;
4. Apply cognitive-behavioral concepts and techniques to understanding and intervening with self and other helping professionals in self-care, stress management, and prevention of burn-out;
5. Demonstrate beginning competency in use of several cognitive-behavioral assessment procedures;
6. Demonstrate beginning competency in ethically applying cognitive-behavioral techniques to the restructuring of problematic cognitions or belief systems;
7. Apply cognitive-behavioral methods to problems of anger control, social skills, depression, anxiety, and disorders, such as panic disorder with, and without agoraphobia, obsessive-compulsive, social phobia disorders;
8. Conduct both suicide risk assessments and assessments of risk of harm to others;
9. Use single case design methods to evaluate the effect of a cognitive-behavioral intervention on a client's problem;
10. Demonstrate an understanding of the impact of oppression, poverty, learning history and gender, age, race, ethnicity, sexual orientation characteristics in the development and maintenance of behaviors and cognitions traditionally labeled as "deviant," "problematic," or "dysfunctional."