

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

**SW530 - Seminar in Clinical Social Work: Cognitive Behavior Therapy**

Course Outline  
Spring 2006

Instructor: Winifred Holcomb CMSW  
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Phone: (615) 319-2990  
Thursday 5:30 - 8:30

Required Text: Beck, J. (1995). Cognitive Therapy: Basics and Beyond. New York: Guilford Press.

**Assigned Readings and Attendance at Class Sessions.**

Students are expected to read the assigned readings before attending the class in which they are assigned. The readings have been selected to supplement the text and expand one's repertoire of group knowledge. Regular attendance is essential given the purpose and design of this course.

Graduate level work includes an ability to synthesize one's experience and knowledge into an explication which illuminates theory and an understanding of the course material. The writing of papers and the exam is expected to be organized, succinct in conceptualization and syntax and grammatically correct. The following criteria will be used for all graded assignments:

1. quality and clarity of writing and organization
2. comprehensiveness
3. the extent to which course concepts, discussion and readings are reflected in the writing.

***Grading***

Exam (1)	25 points
Quizzes (4)	10 points
CBT Interventions	10 points
Article Reviews (10)	20 points
CBT Paper	25 points
Class Participation	10 points

**Exam** will be given in class: Short essay: computer lab or hand-written acceptable.

Required knowledge includes material covered to date:

- Identify the overarching issue presented, cognitive distortions and maladaptive behaviors.  
Offer a clear rationale for use of CBT as an appropriate therapeutic approach with a client.  
Give a broad description of CBT with demonstration of an understanding of cognitive therapy:

Cognitive triad, automatic thoughts, cognitive distortions, Intermediate beliefs schema. Discuss Suicidal Ideation/Risk .

- Describe the skills/tools utilized by you, the therapist in aiding this client to adjust his/her thinking patterns, feelings, behaviors: reattribution, ascertaining meaning of event, reality testing, automatic thought charting, mastery/pleasure chart, activity scheduling, graded task assignments, role playing, etc., of choice. (Rationale for what you will do)
- Discuss therapist (your) personal and professional characteristics regarding use of CBT. Discuss your personal and professional ethical and value conflicts that might arise in actually working with this client.

**Short Quizzes:** material covered to date.

**Intervention demonstration:** Role- play skit that establishes a session with the client. Student will identify where they are in the structured therapeutic process, the issues presented in aiding the client prior to demonstrating the dialogue/skills/techniques used in the session of choice.

- Initial session (Structure of first session)
- Session Two... Ten.. (Identifying AT, responding to AT, Identifying Cognitive Distortions, distinguishing AT from E, Identifying and moderating Intermediate Beliefs, Core Belief/Schema, Assignment review etc.)

**Article Review** *Articles available on line*

**Peer workshops** (4) *Students work in groups in the class setting.*

- All students will have equal opportunity to strengthen their therapeutic skills utilizing CBT techniques with classmates. Peer feedback strongly encouraged. Participation as therapist required by all individuals during session workshops.

**CBT Paper tba**

1/12/06	Introduction. Schedules, Expectations, CBT packets. Overview: Principles, Cognitive conceptualization, Cognitive model Reading for next session: Ch. 1 - 4
1/19/06	Principles, Cognitive conceptualization, Cognitive model, beliefs, attitudes, rules, <i>assumptions, automatic thoughts ~ behaviors</i> <i>Situation ? Automatic thought ? Emotion ?</i> <i>Intermediate belief ? Core belief</i> Core SW values – vignette, cultural competence Use of self, disclosure, transference Reading for next session: Ch. 5 – 7
1/26/06 <b>Quiz</b>	Initial therapy session: Goals and structure of session, setting the agenda, mood check, educating the patient about the model, summary, homework, feedback. Session two and beyond: bridge, agenda, review, summary, and feedback. Reading for next session: Ch. 8-9 Article review (2)

**Choose dates and teams for CBT demonstration today**

- 2/02/06 Article review #1 due  
Problems with therapy structure  
Identifying, explaining, & eliciting automatic thoughts (AT).  
Identifying emotions, differentiating AT from E.  
Rating emotions.  
Reading for next session: Ch. 10-11  
Article review (2)
- 2/9/06 Evaluating AT  
Identifying Cognitive Distortions  
Handouts (CD), class exercise.  
**Peer workshop 1** Reading for next session: Ch 12-13  
Article review (2)
- 2/16/06 Intermediate beliefs & Core beliefs  
CBT Video  
**Choose Paper topic**  
Reading for next session: Ch 14-15  
*Additional Cognitive & Behavioral techniques (be prepared to discuss for 2/23 Quiz)*  
Article review (2)
- 2/23/06 Additional Cognitive & Behavioral techniques Imagery  
**Quiz** **Last class of 1<sup>st</sup> session**  
**Peer workshop 2** Reading for next session: Techniques for Suicidal Patient (packet)  
Article review (2)
- 3/02/06 Homework, treatment planning, Relapse prevention  
**Quiz** Reading next session:  
**CBT Interventions** Article review (2)
- 3/9/06 Discussion of Suicidal Ideation Identification and Prevention  
Instruments used in assessing SI, hopelessness, Intent, contracting  
BDI  
**CBT Interventions** Article review (2)
- 3/16/06 Use of Single system design in evaluating effectiveness of intervention  
**Peer workshop 3** Article review (2)  
**CBT Interventions**
- 3/23/06 No Class: *Spring Break*
- 3/30/06 Review of material covered  
**Peer workshop 4** Article review (2)  
**CBT Interventions**
- 4/06/06 Article review (2)  
**Exam**  
**CBT Interventions**
- 4/13/06 Video and discussion

4/20/06 CBT Paper due  
*CBT Interventions*

4/27/06 Summary and Wrap up Circle

Articles for review on line

Apasche, Jack A., Evile, Maria M., Apasche, Christopher Murphy. The Thought Change System: An Empirically Based Cognitive Behavioral Therapy For Male Juvenile Sex Offenders, A Pilot Study. *The Behavioral Analyst Today*, 5, 101-107.

Ball, Samuel A.(1998). Manualized treatment for substance abusers with personality disorders: dual focus therapy. *Addictive Behaviors*, 6, 883-893.

Beech, B. F. (2000). The strengths and weaknesses of cognitive behavioral approaches to treating depression and their potential for wider utilization by mental health nurses. *Journal of Psychiatric and Mental Health Nursing*, 7, 343-354.

Boelen, Paul A., Van den Bout, Jan , Van den Hout , Marcel A.. (2003) The role of cognitive variables in psychological functioning after the death of a first degree relative. *Behaviour Research and Therapy*, 41, 1123-1136.

Brewin , Chris R. and Holmes. Emily A.. (2003). Psychological theories of posttraumatic stress disorder.

Cohen, Judith A., Mannarino , Anthony P., Knudsen, Kraig. (2005). Treating Sexually Abused Children; One year follow-up of a randomized controlled trial. *Child Abuse and Neglect*, 29, 135-145.

Creamer, Mark, Burgess , Phillip, Pattison , Phillipa. (1992). Reaction to Trauma: A Cognitive Processing Model. *Journal of Abnormal Psychology*, 101, (3) 452-459.

Dia, David A.(2001). Cognitive-Behavioral Therapy with a Six-Year-Old Boy with Separation Anxiety Disorder: A Case Study. *Health & Social Work*, 26, (2), 125.

Dowd, E. Thomas, (2004). Cognition and Cognitive Revolution and Psychotherapy: Promises and Advances. *Journal of Clinical Psychology*. 60, (4), 415-428.

Dunmore, Emma, Clark, David M., Ehlers, Anke. (2001). A perspective investigation of the role of cognitive factors in Persistent post traumatic stress disorder (PTSD) after physical or sexual assault. *Behaviour Research and Therapy*, 39, 1063-1084.

Forseth , Karin O. and Gran , Jan T. (2002). Management of Fibromyalgia: What are the best treatment choices? *Drugs*, 62, (4), 577-592.

Hilbert, Anja and Tuschen-Caffier, Burnna . (2003). Body Image Interventions in cognitive-behavioural therapy of binge-eating disorder: A component analysis.

Jacobs, Michael. (2000). Psychotherapy in the United Kingdom; past present and future. *British Journal of Guidance and Counselling*. 28, (4), 451-466.

- Kassel, Perter and Franko, Debra L. (2000) Body Image Disturbance and Psychodynamic Psychotherapy with Gay Men. *Harvard Rev Psychology*, 8, 307-317.
- Mpofu, Elias and Ralph, Crystal. (2001). Conduct Disorder in Children: Challenges, and prospective cognitive behavioral treatments. *Counselling Psychology Quarterly*, 14, (1), 21-32.
- Marcinko, L. and Read, M. (2004) Cognitive Therapy for Schizophrenia: Treatment and Dissemination. *Current Pharmaceutical Design*. 10, 2269-2275.
- Phillips, Jane Hanvey, Corcoran, Jacqueline and Grossman, Connie. (2003). Implementing a Cognitive-Behavioral Curriculum for Adolescents with Depression in the School Setting. *Children and Schools*, 25, (3).
- Phillips, Katharine & Dufresne, Raymond G. (2000). Body Dysmorphic Disorder: A guide for Dermatologist and Cosmetic Surgeons. *American Journal of Dermatology*. 1, (4), 235-243.
- Raj M., Antony Joseph, Kumaraiah, V., Bhide, Ajit V. (2001). Cognitive-behavioral Intervention in deliberate self-harm. *Acta Psychiatrica*, 104, 340-345.
- Rodebaugh, Thomas L. & Chambless, Dianne L. (2004). Cognitive Therapy for Performance Anxiety. *JCLP/In Session*, 60, (8), 809-820.
- Safren, Steven A. and Rogers, Tracey. (2001). Cognitive- Behavioral Therapy with Gay, Lesbian, and Bisexual Clients. *JCLP/In Session, Psychology In Practice*, 57, (5), 629-643.
- Saxena, Sanjaya and Maidment, Karon M. (2004). Treatment of Compulsive Hoarding. *JCLP/In Session*, 60,(11), 1143-1154.
- Squires, Garry. (2001). Using Cognitive Behavioural Psychology with Groups of Peoples to Improve Self- Control of Behaviour. *Educational Psychology in Practice*, 17, (4), 318-335.
- Swenson Md, Charles R., Sanderson PhD., Cynthia, Dulit Md., Rebecca A.. And Linehan, Marsha M. PhD. (2001). The Applciation of Dialectical Behavior Therapy for Patients with Borderline Personality Disorder on Inpatient Units. *Psychiatric Quarterly*, 72, (4), 307-324.
- Treadwell, Thomas W., Kunar, V. K., Wright, Joseph H. (2002) Enriching Psychodrama Through the Use of Cognitive Behavioral Therapy Techniques. *JGPPS Summer/Fall*.

Available in class.

Rittner, Barbara and Smyth, Nancy. (1999). Time-Limited Cognitive-Behavioral Group Interventions with Suicidal Adolescents. *Social Work with Groups*, 22 (2/3), 55-75.

Reilly-AHarrington, Noreen A. & Knauz, Robert O. (2005). Cognitive-Behavioral Therapy for Rapid Cycling Bipolar Disorder. *Cognitive and Behavioral Process*, 12, 66-75.

Diamond, Guy, Godley, Susan H., Liddle, Howard A., Sampl, Susan, Webb, Charles, Tims, Frank M., & Meyers, Robert. (1997). Five outpatient treatment models for adolescent marijuana use: a description of the Cannabis Youth Treatment Interventions. *Addiction*, 1, 70-83.

Available in class.

Viorel, Lupu. (2005). Cognitive-Behavioral Therapy in the Case of a Teenager with Conversion Disorder with Mixed Presentation. *Journal of Cognitive and Behavioral Psychotherapies*, 5 (2), 197-205. Available in class.