

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

SW 530 - Seminar in Clinical Social Work: Cognitive Behavior Therapy

Course Outline
Spring 2008

Instructor: Sandra J. Gonzalez, MSSW, LCSW
Class time: Tuesday, 5:30 – 8:20 p.m.
Office Hours: Tuesday, 4:00 – 5:00 p.m.

Phone: 615-782-6157
E-mail: sgonzale@utk.edu
Office: Room 276

Required Text

Ledley, D. R., Marx, B. P., & Heimberg, R. G. (2005). *Making Cognitive Behavioral Therapy Work: Clinical Process for New Practitioners*. New York, NY: Guilford.

Additional readings listed will be available on the course website. The additional readings are subject to change at the instructor's discretion and all changes will be noted on the updated course outline in Blackboard.

Supplemental/Recommended Text

Ronen, T., & Freeman, A. (Eds.). (2006). *Cognitive Behavioral Therapy in Clinical Social Work Practice*. New York, NY: Springer.

Course Policies:

Students are expected to arrive on time, come to class prepared to discuss the assigned readings, and remain in class until the class period concludes. Regular attendance is essential given the purpose and design of this course. Class participation is expected and the instructor reserves the right to give some weight, positive or negative to classroom participation. In the case of a medical or personal emergency, the student is to make every effort to contact the instructor or the main office prior to missing a scheduled class meeting. I may be reached at any time via e-mail or a message left at my office should this situation occur.

Incompletes will be given only according to the rules specified in the University of Tennessee Catalog. Please refer to the catalog for additional information.

University policy regarding religious holidays will be observed. As stated in the UT student handbook, any student may request to be excused from class to observe a religious day according to her/his faith.

Course Requirements and Grading

CBT interventions/quizzes	40%
Midterm Paper	20%
Personal Change Project	30%
Class participation	10%

The Grading Scale is as follows:

A = 95-100

B+ = 90-94

B = 85-89

C+ = 80-84

C = 70-79

Below 70 = D

CBT interventions/quizzes

Each week all students will have the opportunity to strengthen their therapeutic skills utilizing CBT techniques with classmates. Peer feedback is strongly encouraged. All individuals must participate as the therapist during the intervention demonstrations. These sessions will be conducted during the second half of class and will consist of role-plays, reenactments, in-vivo supervision, and class discussions. After each intervention session, students are responsible for taking an online quiz that integrates the classroom experience with the assigned readings and lectures. Each quiz is worth 5%.

Midterm Paper

Students will write a paper describing cognitive behavioral therapy for a clinical problem in which they are interested in developing further knowledge and clinical skills. The paper should thoroughly describe the chosen clinical problem, a rationale for the use of CBT, and a full treatment plan, including goals and intervention techniques. The paper should be well researched. Additional guidelines are available at the on-line class website.

Personal Change Project

During the semester you will do a personal change project in which you will apply a CBT intervention to a problem that you yourself experience. Doing this project will not only help you to better understand the CBT interventions, it will also help you to develop an empathic understanding for your clients as they implement the intervention components for their own problems. The project will require you to repeatedly measure the problem you want to change and to use a B single case design to monitor your progress (or lack thereof). You will also implement one of the CBT interventions with yourself, and you will evaluate the effects of the intervention with the B single case design. At the end of the semester you will write up and turn in a brief report in which you describe the implementation of the intervention, the effects it had, and what you learned about the intervention from this exercise. You will also include in your write up a brief discussion of the ethical implications of using CBT techniques with clients, and will include a sample informed consent document that you would have used if the intervention you implemented in this assignment had been with an actual client as opposed to yourself. The course instructor will give out specific details about this project in class.

Course Outline

Date	Topic/Assigned readings
1/15	Introduction to the course Overview of Cognitive Behavioral Theory Introducing Cognitive-Behavioral Process Ledley, Marx & Heimberg Chapter 1

1/22 Initial Interactions with Clients
The Process of Assessment
Ledley, Marx & Heimberg Chapters 2-3

Quiz # 1

1/29 Conceptualizing the Case and Planning Treatment
Giving Feedback to Clients and Writing the Assessment Report
Ledley, Marx & Heimberg Chapters 4-5

Quiz #2

2/5 Starting the Cognitive-Behavioral Treatment Process
Dealing with Initial Challenges in Cognitive-Behavioral Therapy
Ledley, Marx & Heimberg Chapters 6-7

2/12 The Next Sessions: Teaching the Core Techniques
Managing Client Noncompliance in Cognitive-Behavioral Therapy
Ledley, Marx & Heimberg Chapters 8-9

Quiz # 3

2/19 Terminating Therapy
The Process of Supervision
Ledley, Marx & Heimberg Chapters 10-11

Quiz # 4

2/26 The behavioral component: Classical conditioning, Operant conditioning, and
Modeling/Observational learning
A. principles
B. interventions

Quiz #5

3/4 A CBT intervention for anger and anxiety problems
A. Assessing anger and anxiety problems
B. How to implement intervention
C. Intervention components

Midterm papers due

3/11 The Cognitive/Behavioral treatment of depression (ONLINE)
A. A CBT model of depression
B. Assessing depression
C. A CBT intervention for depression

Quiz #6

3/18 Spring Break – No Class

3/25 Suicide risk assessment
A. An adequate standard of care, legal issues
B. Epidemiology of suicide
C. Suicide risk indicators
D. Suicide risk assessment

Quiz # 7

- 4/1 The Cognitive/Behavioral treatment of anxiety disorders
 A. Panic disorder
 B. Simple phobias
- 4/8 The Cognitive/Behavioral treatment of anxiety disorders
 C. Agoraphobia
 D. Social phobia
 E. Generalized anxiety disorders

Quiz #8

- 4/15 The Cognitive/Behavioral treatment of challenging diagnoses
 A. Borderline personality disorder
 B. Schizophrenia
 C. Eating disorders

Personal Change Projects Due

- 4/22 A Cognitive/Behavioral treatment for insomnia
 A. Assessing insomnia
 B. Intervention components

References

Bowers, W., & Andersen, A. (2007, Spring). Cognitive-Behavior Therapy With Eating Disorders: The Role of Medications in Treatment. *Journal of Cognitive Psychotherapy, 21*(1), 16-27.

Butler, A., Chapman, J., Forman, E., & Beck, A. (2006, January). The empirical status of cognitive-behavioral therapy: A review of meta-analyses. *Clinical Psychology Review, 26*(1), 17-31.

Carrington, C. (2006, July). Clinical depression in African American women: Diagnoses, treatment, and research. *Journal of Clinical Psychology, 62*(7), 779-791.

Clarkin, J., & Levy, K. (2006, April). Psychotherapy for patients with borderline personality disorder: Focusing on the mechanisms of change. *Journal of Clinical Psychology, 62*(4), 405-410.

Coker, S., Vize, C., Wade, T., & Cooper, P. (1993, January). Patients with Bulimia Nervosa Who Fail to Engage in Cognitive Behavior Therapy. *International Journal of Eating Disorders, 13*(1), 35-40.

Comtois, K., & Linehan, M. (2006, February). Psychosocial treatments of suicidal behaviors: A practice-friendly review. *Journal of Clinical Psychology, 62*(2), 161-170.

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Doron, G., Kyrios, M., Moulding, R., Nedeljkovic, M., & Bhar, S. (2007, Fall). We Do Not See Things as They Are, We See Them as We Are: A Multidimensional Worldview Model of Obsessive-Compulsive Disorder. *Journal of Cognitive Psychotherapy, 21*(3), 217-231.

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