SW 611: Cognitive Behavioral Therapy II

(3 credits) Fall 2016

Instructor: Robert Mindrup, PsyD, MSSW
Office Hours: by appointment

Class time: Tuesday 6:00pm-8:00pm (Eastern)
Email: rmindrup@utk.edu

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, readings, and assignments):

1. Analyze the use of several cognitive and behavioral therapies in light of application to the clients being served.
2. Critically analyze the application of mindfulness and acceptance based therapies within the CBT framework.
3. Demonstrate case conceptualization and treatment planning using CBT frameworks with appropriate client groups.
4. Demonstrate ability to conduct several cognitive and behavioral interventions with appropriate client groups.

Course Description
Advanced practice course that covers specific protocols and CBT interventions for specific disorders.

Learning Environment
This class is offered entirely online. The course combines synchronous and asynchronous sessions with out of class learning experiences using the application of learned skills to current
clients. 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 lectures and breakout group interactions through Zoom, recorded lectures through Canvas, discussion boards, reading assignments, and recorded clinical demonstrations.

**Required Texts:**


**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/citationsources/ 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:**

**EVALUATION PROCEDURES AND GRADES**

A  (95-100) Outstanding/Superior. Exceptional Performance. Consistently exceeds expectations.

B+ (90-94) Very good. Student consistently meets and occasional exceeds normal expectations for the course.

B  (85-89) Good. Student consistently meets normal expectations for the class.

C+ (80-84) Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C  (75-79) Poor. There is a lack of understanding of the course content. Student does not meet course expectations.

F  (74 and below) Very Poor. There is a lack of attendance or incomplete assignments. Course expectations are not met.

**ASSIGNMENTS**

***All due dates/times reflect the Eastern time zone***

**Critical Thinking Question & Answer (CTQA) (5 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 discussion board. Each question and answer should reflect content from the current 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. Each student will complete a total of five CTQA assignments. The instructions and scoring rubric can be found on Canvas.

**Mindful Participation (5 points):** Each student will be paired with a peer (2 students per group) to co-facilitate one 8-10 minute mindfulness meditation/experience during a synchronous class session. Each group will have the option to develop a unique mindfulness meditation/experience or use an existing one referenced/discussed in the literature. Students will not be evaluated on their mindfulness skills or abilities, but rather by their participation of co-facilitating a mindfulness meditation/experience. See Canvas for assigned groups and schedule.

**Daily Mindfulness Journal (5 points):** Students will engage in a daily mindfulness practice and journal their experiences throughout the two weeks of the journal starting on September 7 and ending on September 20. Students should only share personal information or experiences to the degree to which they feel comfortable. Students will not be evaluated on their mindfulness skills or abilities, but rather on their participation in journaling their daily experience. Students will use Word to document their daily journal entries and will upload their document to Canvas. Journals submitted after September 21 at midnight (Eastern) will be considered late and subject to a point reduction for each day thereafter.

**“Third Wave” Treatment Video Demonstration (20 points):** Students will record a YouTube video demonstrating an intervention/technique using a Third wave approach with a mock client. Students may select a mindfulness-based cognitive-behavioral therapy approach (e.g., MBCT), ACT, or DBT. No actual clients or patients should be used for this assignment. The video is unscripted and should last 15-20 minutes. Instructions on creating a YouTube video can be found on Canvas. Students will upload their video to Canvas. Students will also play a five minute clip of their video during a synchronous class and receive brief feedback from their peers and instructor. Each student will be asked to share their rationale for the demonstrated intervention/technique prior to playing the video in class. The instructions and scoring rubric as well as the schedule for playing the five minute clips can be found on Canvas.

**Three Waves of CBT Paper (20 points):** Students will consider both the material form CBT I (SW 610) and CBT II to develop a paper detailing their understanding of the three waves of CBT and how this understanding will inform their practice. More specifically, this paper should include how the theories supporting the interventions are complementary or not, how interventions might be integrated or not, and how you will apply CBT (in the broadest sense, all three waves) in your practice. This paper should be no more than five double-spaced pages (12 font) (not including title page or references). The instructions and scoring rubric can be found on Canvas.

**Total Points = 100**

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**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Introduction: Third Wave CBT</th>
<th>Text Readings: Kabat-Zinn:</th>
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<tbody>
<tr>
<td>August 23</td>
<td>Part I: Entering</td>
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<tr>
<td><em>Synchronous</em></td>
<td>Part II: Sustaining</td>
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<td>Part III: Deepening</td>
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<tr>
<td>Mindfulness: Understanding</td>
<td>Assignment: Complete and score the Mindfulness Awareness and Attention Scale (posted on Canvas)</td>
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<tr>
<td>August 30</td>
<td>Text Readings: Kabat-Zinn: Part IV: Ripening</td>
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<tr>
<td>Mindfulness: Practice</td>
<td>Assignment: Watch the 60 minutes with John Kabat-Zinn (posted on Canvas)</td>
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<td>September 6</td>
<td>CTQA 1 due September 5th by midnight (Eastern)</td>
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<tr>
<td>Synchronous</td>
<td>Mindful Participation: Groups A-E</td>
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<tr>
<td></td>
<td>Text Readings: Kabat-Zinn: Part V: Practicing</td>
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<td>Daily Mindfulness Journal begins September 7-20</td>
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| **Mindfulness and Cognitive-behavioral Integration**  
September 13  
Asynchronous | **Canvas Readings:**  
**Assignment:**  
Watch “Healing the Mind” video posted on Canvas  
**CTQA 2 due September 19th by midnight (Eastern)** |
|---|---|
| **Acceptance and Commitment Therapy Model**  
September 20  
Synchronous | **Mindful Participation: Group F**  
**Text Readings:**  
Hayes, Strosahl, & Wilson:  
Chapter 1: The Dilemma of Human Suffering  
Chapter 2: The Foundations of ACT: Taking a Contextual Approach  
Chapter 3: Psychological Flexibility as a Unified Model of Human Functioning  
**Final submission of Daily Mindfulness Journal due by no later than September 21 by midnight (Eastern)** |
| **ACT Case Conceptualization and Therapeutic Relationship**  
September 27  
Asynchronous | **Text Readings:**  
Hayes, Strosahl, & Wilson:  
Chapter 4: Case Formulation: Listening with ACT Ears, Seeing with Act Eyes  
Chapter 5: The Therapeutic Relationship in ACT  
Chapter 6: Creating a Context for Change: Mind Vs. Experience  
**CTQA 3 due October 3rd by midnight (Eastern)** |
| **ACT: Mindfulness, Self as Context, Acceptance**  
October 4  
Synchronous | **Mindful Participation: Group G**  
**Text Readings:**  
Hayes, Strosahl, & Wilson:  
Chapter 7: Present Moment Awareness  
Chapter 8: Dimensions of Self  
Chapter 9: Defusion  
Chapter 10: Acceptance |
<table>
<thead>
<tr>
<th>Course</th>
<th>Week</th>
<th>Type</th>
<th>Text Readings</th>
<th>Canvas Readings</th>
<th>Mindful Participation</th>
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| ACT: Values and Committed Action | October 11 | Asynchronous | **Text Readings:** Hayes, Strosahl, & Wilson:  
Chapter 11: Connecting with Values  
Chapter 12: Committed Action  
**Canvas Readings:**  
CTQA 4 due October 17th by midnight (Eastern) | **Mindful Participation:** Group H |
| Dialectical Behavioral Therapy: Theory and Concepts | October 18 | Synchronous | **Text Readings:** Linehan:  
Chapter 1: Borderline Personality Disorder  
Chapter 2: Dialectical and Biosocial Underpinnings of Treatment  
Chapter 3: Behavioral Patterns  
**Canvas Reading:**  
| DBT: Treatment Overview and Goals | October 25 | Asynchronous | **Text Readings:** Linehan:  
Chapter 4: Overview of Treatment  
Chapter 5: Behavioral Targets in Treatment  
Chapter 6: Structuring Treatment Around Target Behaviors | **Be prepared to discuss this reading/case study in class** |
| DBT: Treatment Strategies | November 1 | Synchronous | **Mindful Participation:** Group I  
**Text Readings:** Linehan:  
Chapter 7: Basic Treatment Strategies  
Chapter 8: Core Strategies: Part I: Validation  
Chapter 9: Core Strategies: Part II: Problem Solving  
**Canvas Reading:**  
*Burckell, L.A. & Mcmain, S. (2011). Contrasting client in Dialectical Behavior Therapy for Borderline Personality* | **Be prepared to discuss this reading/case study in class** |
Disorder: “Marie” and “Dean,” two cases with different alliance trajectories and outcomes. *Pragmatic Case Studies in Psychotherapy, 7, 246-267.*

**CTQA 5 due November 7**

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<thead>
<tr>
<th>DBT: Treatment and Structural Strategies</th>
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<td><strong>November 8</strong></td>
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<tr>
<td><strong>Asynchronous</strong></td>
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<tr>
<td><strong>Text Readings:</strong></td>
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<tr>
<td>Linehan:</td>
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<tr>
<td>Chapter 10: Change Procedures: Part I. Contingency Procedures</td>
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<td>Chapter 11: Change Procedures: Part II. Skills Training, Exposure, Cognitive Modification</td>
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<td>Chapter 12: Stylistic Strategies: Balancing Communication</td>
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<td>Chapter 14: Structural Strategies</td>
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<td><strong>Canvas Reading:</strong></td>
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<th>Behavioral Activation: A Third Wave Approach</th>
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<tr>
<td><strong>November 15</strong></td>
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<td><strong>Asynchronous</strong></td>
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<tr>
<td><strong>Canvas Readings:</strong></td>
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<tr>
<td>“Third Wave” Treatment Video Demonstration due November 21* by midnight (Eastern) (see schedule on Canvas)</td>
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<tr>
<th>Behavioral Activation continued &amp; Video Demonstration Viewing</th>
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<tr>
<td><strong>November 22</strong></td>
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<tr>
<td><strong>Synchronous</strong></td>
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<tr>
<td>“Third Wave” Treatment Video Demonstration viewing in class (see schedule on Canvas)</td>
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<tr>
<td><strong>Canvas Readings:</strong></td>
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<table>
<thead>
<tr>
<th>Video Demonstration Viewing &amp; Course-wrap up</th>
<th>“Third Wave” Treatment Video Demonstration viewing in class (see schedule on Canvas)</th>
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<tbody>
<tr>
<td>November 29 Synchronous</td>
<td>Three Waves of CBT Paper due <strong>November 28th</strong> by midnight <strong>(Eastern)</strong></td>
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