THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK  
SW 527 Section 003: Cognitive Behavioral Therapy (3 credits)  
Spring 2015

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.  
Instructor: Rod Ellis, Ph.D., MSW  
Office Hours: Wednesday, 12-1 or as arranged  
Phone: (615)218-2337  
Class Time: Online  
Email: rellis5@utk.edu

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).

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.

Course Description

This is an advanced elective course. This course focuses on empirically validated treatment approach, cognitive behavioral therapy. It covers the theory, concepts, and techniques of cognitive behavioral therapies, with a particular emphasis on intervention methods that may be used by the social worker to help clients with specific problems or conditions. Course Rationale Social workers are the largest group of mental health providers. Coupled with the rapid growth and empirical validation of cognitive behavioral therapy, methods, and techniques, and the increasing utilization of these approaches in social work practice, make this course a useful elective for social worker students studying to become direct service social workers. Many of the cognitive behavioral methods are considered 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 and are appropriate for use with diverse populations.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, worksheets, and the papers):

1. Describe the evidence-based, theoretical model that underlies cognitive behavioral therapy. (CT/EBP-C.1, C.2; HBSE-C.2; Practice-C.1, C.2; Policy C.2).(content: steps in evidence based practice, theoretical models and concepts, theory driven practice, neurobiology, developmental, mental health policy).

2. Identify the components of an evidence-based, functional behavioral assessment. (Practice-C.1, C.2, C.3). (content: case scenarios, professional use of self, steps in conducting FBA – define behaviors, baseline data, observation strategies, therapeutic relationship, antecedents-behavior-consequences; evidenced based assessment tools, information technology, diagnosis, dimensional assessment vs. categorical, psychosocial assessment, collection of data from multiple sources, takes into account culture, race, socioeconomic class, gender, sexual
orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning).

3. Identify the components for a cognitive behavioral conceptualization for a variety of disorders. (Practice-C.1, C.2, C.3). (content: components of conceptualization, case scenarios, downward arrow technique, core beliefs, schema, automatic thought, takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning).

4. Describe the components for a cognitive behavioral treatment plan. (Practice-C.1, C.2, C.3). (content: design and implement evidenced based practice, case scenarios, identification of problems and goals, ways to break goals into pieces, to make observable and measurable, etc., interventions linked to conceptualization, treatment techniques and strategies).

5. Describe the major evidence-based, cognitive behavioral techniques/interventions for different problems or syndromes. (Practice-C.1, C.2, C.3). (content: case scenarios, disorder specific techniques and strategies for individuals, families and groups – cognitive restructuring, daily thought records, role plays, pleasant event scheduling, cognitive distortions, breathing retraining, psychoeducation, Socratic questioning, guided discovery, cognitive rehearsal, coping cards, electronic resources, etc.).

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).

7. Apply knowledge of approach to assist individual with a specific problem(s) or syndrome(s). (CT/EBT-C.1; Practice-C.1, C.2, C.3). (content: theories, case scenarios, conceptualization, problem identification, goal development, critical thinking, treatment strategies, skills and strategies for working with individuals with multiple problems, steps in evidenced based practice). 4

8. Describe ethical dilemmas that a social worker could encounter with using cognitive behavioral therapy (CT/EBT-C.1, Practice-C.1; Diversity-C.2; Value & Ethics-C.1, C.2, C.3; Social Justice-C.2). (content: NASW code of ethics, framework for resolving ethical dilemmas, case scenarios, maintain appropriate boundaries, ethnicity, race, culture, age and gender, advocacy and social change strategies with and on behalf of client systems).

**REQUIRED BOOKS**

ORGANIZATION OF COURSE AND BLACKBOARD

This course will be taught entirely online. There will be no face-to-face meetings.

Students will need to decide what grade they want to earn and will submit the required number of assignments in order to earn that grade. The section below entitled “Required Activities” describes what kinds of projects must be completed in order to earn each grade. This process is known as “contracting for a grade”.

Please note: The assignments must be completed at an acceptable level in order to count toward the grade. Each assignment will, therefore, receive a satisfactory or unsatisfactory grade. Satisfactory completion of every assignment required for a specific grade will result in the student receiving that grade. Failure to complete an assignment or assignments satisfactorily will result in failure of the course. Students who submit an unsatisfactory assignment will have one opportunity to bring that assignment up to a satisfactory level.

Also please note: You MUST submit a written contract specifying which grade you wish to receive by January 27, 2016. Please submit it directly to the instructor through Blackboard. No formal contract is necessary. A simple statement such as “I contract to earn a ____ “ is all you need to provide. Once a student has submitted a contract grade that grade can be changed only under the most extreme circumstances. Any changes must be negotiated individually with the instructor.

With the exception of the required text all materials for this course are posted on Blackboard. This includes the Biweekly Worksheets required for the weekly readings, as well as the materials and instructions for the projects required to earn a B or a B+.

**Grading Scale**

The following grading scale will be used for final course grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>B+</td>
<td>(90-94) Very Good – Student consistently meets and occasionally exceeds normal expectations for the course. Better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>(85-89) Good – Student consistently meets normal expectations for the course. Satisfactory performance</td>
</tr>
<tr>
<td>C+</td>
<td>(80-84) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course. Less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>(70-79) Poor - There is a lack of understanding of course content. Student does not meet course expectations. Performance well below the standard expected of graduate students.</td>
</tr>
</tbody>
</table>
D (70-78) Clearly unsatisfactory performance and cannot be used to satisfy degree requirements.

F (≤ 69) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met. Extremely unsatisfactory performance and cannot be used to satisfy degree requirements.

**Late Assignment Policy** – Extension of assignment is negotiable with instructor.

**ASSIGNMENTS AND GRADING**

**Required activities**

*Project 1- In order to earn a “B”* Students must successfully and satisfactorily: 1) read the required text and any required readings identified in the syllabus each week. 2) Students must also complete and submit the biweekly worksheets for each reading. These worksheets and posts must be completed according to the schedule listed in the Course Outline below.

*Project 2- In order to earn a “B+”* Students must successfully and satisfactorily: 1) complete all the activities identified in Project 1 (contract for a “B”) AND 2) write a brief (5-6 page) paper describing a specific form of cognitive-behavioral therapy. Guidelines for the paper will be posted under Course Materials on Blackboard.

*Project 3- In order to earn an “A”* Students must successfully and satisfactorily: 1) complete all the activities described in Project 1 (contract for an B) AND 2) complete all the activities described in Project 2 (contract for a B+) AND 3) must prepare a 5-6 page paper summarizing the core characteristics of CBT and comparing it to another modality. Guidelines for the paper will be posted under Course Materials on Blackboard.

**Competencies and outcomes**

Outcomes for each of the competencies are addressed through the worksheets and are described for each worksheet in the Course Outline below. The worksheets will include a series of questions requiring students to read and respond to the text, as well as conduct Internet research on the chapter’s topic. Students will also be required to post comments and participate in discussions of this material on the Discussion Board. All competencies are addressed in both papers by providing answers to specific questions offered in the guidelines, doing Internet research, and engaging in library research.

**Course Outline**

**Class 1: January 13**

No assignments are due on this day. Please use this time to review the Blackboard site and the syllabus and direct any questions you may have to the Discussion Board.
Reading for next week: Dobson and Dobson, Chapter 1

Class 2- January 20

Worksheet 1 is due.

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By completing the readings and worksheet and engaging in Internet and library research students will:

1. Describe the evidence-based, theoretical model that underlies cognitive behavioral therapy. (CT/EBP-C.1, C.2; HBSE-C.2; Practice-C.1, C.2; Policy C.2). (content: steps in evidence based practice, theoretical models and concepts, theory driven practice, neurobiology, developmental, mental health policy).

2. Identify the components of an evidence-based, functional behavioral assessment. (Practice-C.1, C.2, C.3). (content: case scenarios, professional use of self, steps in conducting FBA – define behaviors, baseline data, observation strategies, therapeutic relationship, antecedents-behavior-consequences; evidenced based assessment tools, information technology, diagnosis, dimensional assessment vs. categorical, psychosocial assessment, collection of data from multiple sources, takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning).

3. Identify the components for a cognitive behavioral conceptualization for a variety of disorders. (Practice-C.1, C.2, C.3). (content: components of conceptualization, case scenarios, downward arrow technique, core beliefs, schema, automatic thought, takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning).

Reading for next week: Dobson and Dobson, Chapter 2

Class 3: January 27

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By completing the worksheet students will use the text, the worksheets, and guided Internet research to address the following competencies.
2. Identify the components of an evidence-based, functional behavioral assessment. (Practice-C.1, C.2, C.3). (content: case scenarios, professional use of self, steps in conducting FBA – define behaviors, baseline data, observation strategies, therapeutic relationship, antecedents-behavior-consequences; evidenced based assessment tools, information technology, diagnosis, dimensional assessment vs. categorical, psychosocial assessment, collection of data from multiple sources, takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning).

3. Identify the components for a cognitive behavioral conceptualization for a variety of disorders. (Practice-C.1, C.2, C.3). (content: components of conceptualization, case scenarios, downward arrow technique, core beliefs, schema, automatic thought, takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning).

Reading for next week: Dobson and Dobson, Chapter 3

Class 4: February 3

Worksheet 2 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

3. Identify the components for a cognitive behavioral conceptualization for a variety of disorders. (Practice-C.1, C.2, C.3). (content: components of conceptualization, case scenarios, downward arrow technique, core beliefs, schema, automatic thought, takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning).

4. Describe the components for a cognitive behavioral treatment plan. (Practice-C.1, C.2, C.3). (content: design and implement evidenced based practice, case scenarios, identification of problems and goals, ways to break goals into pieces, to make observable and measurable, etc., interventions linked to conceptualization, treatment techniques and strategies).

Reading for next week: Dobson and Dobson, Chapter 4

Week 5: February 10
Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

4. Describe the components for a cognitive behavioral treatment plan. (Practice-C.1, C.2, C.3). (content: design and implement evidenced based practice, case scenarios, identification of problems and goals, ways to break goals into pieces, to make observable and measurable, etc., interventions linked to conceptualization, treatment techniques and strategies).

5. Describe the major evidence-based, cognitive behavioral techniques/interventions for different problems or syndromes. (Practice-C.1, C.2, C.3). (content: case scenarios, disorder specific techniques and strategies for individuals, families and groups – cognitive restructuring, daily thought records, role plays, pleasant event scheduling, cognitive distortions, breathing retraining, psychoeducation, Socratic questioning, guided discovery, cognitive rehearsal, coping cards, electronic resources, etc.).

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).

*Reading for next week:* Dobson and Dobson, Chapter 5

*Week 6: February 17*

Worksheet 3 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

4. Describe the components for a cognitive behavioral treatment plan. (Practice-C.1, C.2, C.3). (content: design and implement evidenced based practice, case scenarios, identification of problems and goals, ways to break goals into pieces, to make observable and measurable, etc., interventions linked to conceptualization, treatment techniques and strategies).
5. Describe the major evidence-based, cognitive behavioral techniques/interventions for different problems or syndromes. (Practice-C.1, C.2, C.3). (content: case scenarios, disorder specific techniques and strategies for individuals, families and groups – cognitive restructuring, daily thought records, role plays, pleasant event scheduling, cognitive distortions, breathing retraining, psychoeducation, Socratic questioning, guided discovery, cognitive rehearsal, coping cards, electronic resources, etc.).

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).

Reading for next week: Dobson and Dobson, Chapter 6

Week 7: February 24

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).

7. Apply knowledge of approach to assist individual with a specific problem(s) or syndrome(s). (CT/EBT-C.1; Practice-C.1, C.2, C.3). (content: theories, case scenarios, conceptualization, problem identification, goal development, critical thinking, treatment strategies, skills and strategies for working with individuals with multiple problems, steps in evidenced based practice).

Reading for next week: Dobson and Dobson, Chapter 7

Week 8: March 2

Worksheet 4 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.
Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).

7. Apply knowledge of approach to assist individual with a specific problem(s) or syndrome(s). (CT/EBT-C.1; Practice-C.1, C.2, C.3). (content: theories, case scenarios, conceptualization, problem identification, goal development, critical thinking, treatment strategies, skills and strategies for working with individuals with multiple problems, steps in evidenced based practice).

Reading for next week: Dobson and Dobson, Chapter 8

Week 9: March 9

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).

7. Apply knowledge of approach to assist individual with a specific problem(s) or syndrome(s). (CT/EBT-C.1; Practice-C.1, C.2, C.3). (content: theories, case scenarios, conceptualization, problem identification, goal development, critical thinking, treatment strategies, skills and strategies for working with individuals with multiple problems, steps in evidenced based practice).

Reading for next week: Dobson and Dobson, Chapter 9

Week 10: Spring Break, no assignments due
Week 11: March 23

Worksheet 5 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).

7. Apply knowledge of approach to assist individual with a specific problem(s) or syndrome(s). (CT/EBT-C.1; Practice-C.1, C.2, C.3). (content: theories, case scenarios, conceptualization, problem identification, goal development, critical thinking, treatment strategies, skills and strategies for working with individuals with multiple problems, steps in evidenced based practice). 4

*Reading for next week: *Dobson and Dobson, Chapter 10

Week 12: March 30

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

7. Apply knowledge of approach to assist individual with a specific problem(s) or syndrome(s). (CT/EBT-C.1; Practice-C.1, C.2, C.3). (content: theories, case scenarios, conceptualization, problem identification, goal development, critical thinking, treatment strategies, skills and strategies for working with individuals with multiple problems, steps in evidenced based practice). 4

8. Describe ethical dilemmas that a social worker could encounter with using cognitive behavioral therapy (CT/EBT-C.1, Practice-C.1; Diversity-C.2; Value & Ethics-C.1, C.2, C.3;
Social Justice-C.2). (content: NASW code of ethics, framework for resolving ethical dilemmas, case scenarios, maintain appropriate boundaries, ethnicity, race, culture, age and gender, advocacy and social change strategies with and on behalf of client systems).

*Reading for next week:* Dobson and Dobson, Chapter 11

**Week 12: April 6**

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).

*Reading for next week:* Dobson and Dobson, Chapter 12

**Week 13: April 13**

Worksheet 5 must be submitted through Blackboard.

Each student must make at least one meaningful post to the Discussion Board.

*Competencies met:*

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBPC.1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).
Reading for next week: Dobson and Dobson, Chapter 13

Week 14: April 20

Each student must make at least one meaningful post to the Discussion Board.

Competencies met:

By reading the assigned chapter, completing the required worksheet, and conducting library and Internet research students will:

6. Identify and critically analyze the evidence-bases for CBT. (Diversity-C.1, C.2, C.3; CT/EBP-1, C.3, C.4; HBSE-C.1, C.2; Practice-C.3). (content: ethnicity, race, culture, risk and resilience, age, gender, components of critical thinking, information technology and electronic resources, steps in evidence based practice).