COLLEGE OF SOCIAL WORK

SW 527 Section 005: Cognitive Behavioral Therapy (3 credits)
Spring 2016

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.

Instructor: Robert Mindrup, PsyD, MSSW
Email: rmindrup@utk.edu
Office Hours: Tuesday 11:20am-12:20pm
Class Time: Tuesday 12:20pm-3:20pm
Room #: HH318

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, assignments, and/or exams):

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).

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 Texts:


Course Requirements:

**Class Participation (5%)**: Each student is expected to attend ALL classes on time and fully participate in all class-related activities (e.g., group discussion, small group exercises, student-led mindfulness exercises). Failing to meet the aforementioned expectations in any capacity, will likely result in a point reduction for class participation. During class time, students will be
expected to silence their cell phones and other electronic devices to minimize class disruption. Laptops or other computing device (e.g., iPads) will be permitted in class, but should only be used for current class activities.

**Case Conceptualization Presentations (40%)**: Each student will develop **TWO** case conceptualization presentations, one guided by **CBT theory** and one guided by **ACT theory** over the course of the semester. For each presentation, students will develop an initial treatment plan that is linked directly to the theoretical case conceptualization. Student will present this case conceptualization and treatment plan in class via Powerpoint or Prezi. Each presentation should be **no less than 20 minutes** in length not including a question and answer period afterward. Please see **Appendix A** (CBT) and **Appendix B** (ACT) for more details regarding these presentations. **(CC. 1-7)**

**Mock interviews (30%)**: Students will complete **TWO** mock interviews over the course of the semester, one featuring CBT and the other featuring ACT. Each student will be paired with a peer for the mock interviews each playing the role of clinical social worker and client. For each mock interview, the student (playing the role of clinical social worker) will select and demonstrate at least one intervention or technique described in their text or in class lecture. The student will only be evaluated when playing the role of clinical social worker. Each mock interview will occur in class and should last **no longer than 15-20 minutes**. Students will also be expected to critique their own performance as well as receive feedback from both the instructor and their peers immediately following each mock interview. **(CC. 5 & 7)**

**Midterm Exam (20%)**: This exam will cover all material explored prior to the exam date as stated below. Particular focus will be placed on the evidence base, theory, and ethical ramifications of using CBT in practice. **(CC. 1, 6, & 8)**

**Journal Presentation (5%)**: Each student will present one peer-reviewed journal article during class. It is the student’s responsibility to independently research empirical literature for the journal article. Desirable research articles should not only cover issues related to CBT or ACT, but should also emphasize, at least to some degree, cultural diversity and/or a specific clinical population. Students will send (via email attachment) a copy of the journal article to the instructor **at least 24 hours** prior to the scheduled presentation. Students are **NOT** required to develop a visual aid (e.g., PowerPoint, Word document, or Prezi), but it is encouraged. Each presentation should be **no less than 10-15 minutes** including a question and answer period immediately following the presentation. (Please see **Appendix C** below for further details. **(CC. 5, 6, & 7)**

- **Class Participation**: 10 points
- **Case Conceptualization Presentations**: 200 points (100 points each)
- **Midterm Exam**: 50 points
- **Mock Interviews**: 100 points (50 points each)
- **Journal Presentation**: 25 points

**TOTAL**: 385 points

**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.

Late Policy: Should a student turn in an assignment after the due date of the assignment, no credit will be granted. Should the student contact the instructor on or before the day the assignment is due an extension may be granted at the discretion of the instructor.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBT: Assessment, Conceptualization, and Therapeutic Alliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Dobson &amp; Dobson: Chapters 1-5</td>
<td></td>
</tr>
<tr>
<td>January 26</td>
<td>CBT: Cognitive and Behavioral Interventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Dobson &amp; Dobson: Chapters 6-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Blackboard Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>CBT: Research and Treatment/Practice Challenges</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>February 2</strong></td>
<td><strong>Readings:</strong> Dobson &amp; Dobson: Chapters 10-13</td>
<td></td>
</tr>
<tr>
<td><strong>DUE:</strong></td>
<td>Journal Presentations 1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>CBT: Treatment Considerations with Special Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 9</strong></td>
<td><strong>Blackboard Readings:</strong></td>
</tr>
<tr>
<td><strong>DUE:</strong></td>
<td>Journal Presentations 4 &amp; 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>CBT: Conceptualization of Theory and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 16</strong></td>
<td><strong>Blackboard Readings:</strong></td>
</tr>
<tr>
<td><strong>DUE:</strong></td>
<td>CBT Case Conceptualization Presentations</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 8</td>
<td><strong>Acceptance and Commitment Therapy (ACT): Introduction</strong></td>
</tr>
<tr>
<td>March 15</td>
<td><strong>SPRING BREAK!!!!!</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------</td>
</tr>
</tbody>
</table>
April 12

**Dialectical Behavior Therapy (DBT): Introduction**

**Blackboard Readings:**


**DUE: ACT Mock Interviews**

April 19

**DBT: Theory and Practice**

**Blackboard Readings:**


**DUE: Journal Presentations 8 & up (if needed)**

April 26

**DBT: Theory and Practice**

**Course Wrap-UP**

---

**Appendix A: CBT Case Conceptualization Presentation**

**TOTAL: 100 points**

**Students will be evaluated on their ability to do the following:**

1) Develop and introduce the **case history** of a fictitious client (5 points)
   a. Demographics
   b. Reason for treatment
   c. Reported problems/symptoms
d. Diagnosis and diagnostic history
e. Treatment history

2) Discuss potential **historical events** (e.g., trauma, chronic stressors, upbringing, medical issue) that may have impacted the etiology and pathogenesis of the reported psychological problems (10 points)

3) Articulate the **hypothesized patterns of thinking** (i.e., automatic thoughts, intermediate beliefs, core beliefs) relative to the aforementioned psychological problems and concerns (15 points)

4) Discuss the **behavioral and emotional patterns** (developed and reinforced) relative to the patterns of thinking mentioned above. (10 points)

5) Discuss the **sociocultural** (e.g., religion/spirituality, race/ethnicity, gender, etc) and **environmental** (e.g., school, work, family, friends, etc) influences on cognition and behavior. (5 points)

6) Describe the client’s healthy and unhealthy **coping strategies** through the lens of cognitive-behavioral theory (5 points)

7) Discuss your CBT treatment by articulating: (40 points)
   a. Rationale for treatment through the lens of CBT
   b. Three CBT-informed goals
   c. Three CBT-informed interventions
   d. Plan for Assessment of outcomes

8) Respond effectively to questions posed by the instructor and peers regarding the presented information (10 points).

---

**Appendix B: ACT Case Conceptualization Presentation**

**TOTAL: 100 points**

**Students will be evaluated on their ability to do the following:**

1) Introduce the **case history** of a fictitious client (5 points)
   a. Demographics
   b. Reason for treatment
   c. Reported problems/symptoms
   d. Diagnosis and diagnostic history
   e. Treatment history

2) Discuss the client’s history with the **change agenda** or (i.e., creative hopelessness) (10 points)

3) Describe the client’s **pathology** using the Inflexahex Model (15 points)
4) Introduce and discuss your rationale regarding the order in which the six ACT core processes will be addressed in treatment (20 points)

5) Introduce and discuss your rationale regarding an alternative order in which the six ACT core processes could be addressed in treatment (10 points)

6) Discuss two ACT-informed interventions and rationale for their use with the client (20 points)

7) Discuss plan for evaluating outcomes using ACT (10 points)

8) Respond effectively to questions posed by the instructor and peers regarding the presented information (10 points).

Appendix C: Journal Article Presentation

TOTAL: 25 points

Students will be evaluated on their ability to do the following:

1) Introduce your rationale for choosing the particular journal article (1 point)

2) Describe/ articulate the purpose/intent of the study, population, and measures used (if applicable) (4 points)

3) Report the findings, implications for future research and practice, limitations, and conclusion (7 points)

4) Provide your critical opinion/analysis of the journal article (8 points)

5) Respond effectively to questions posed by the instructor and peers regarding the presented information (5 points)