I. COURSE DOMAIN AND BOUNDARIES

This course is the first in a two-semester sequence and builds on the ecological systems perspective of social work practice presented in the core year and the BSW curriculum. The year-long course is designed to provide advanced year social work students with a cognitive/behavioral (CBT) framework for the engagement, assessment and treatment of clients. In the first semester, the CBT sections of this course focus on behavioral applications to interpersonal practice including operant and classical conditioning, relaxation training, and cognitive-behavioral therapy. Emphasis is given to how these approaches are applied to social work with adults, adolescents and children, and diverse populations particularly oppressed and disenfranchised groups. The course of study will also include, where possible, an explanation of the empirical basis for the applications, a rationale for their use, and step-by-step guidelines to their application.

In the first semester, several contemporary behavioral and cognitive behavioral models that build on models presented in the core year for understanding normal development and deviations from normal development in infancy, childhood, adolescence, and adulthood are presented and discussed. An assessment approach that integrates behavioral analysis and other cognitive and behavioral assessment tools is presented. Childhood and adult pathology will be explored and integrated into both the first and second semesters of this course. The first semester will emphasize client engagement and assessment from a cognitive/behavioral perspective, and the second semester will emphasize the intervention, evaluation, and termination phases of work with clients from a cognitive/behavioral perspective, as well as the need for ongoing supervision and professional development of the social worker.

This course is specifically designed to combine human behavior and advanced clinical social work interpersonal practice methods, and actually achieves integration along five different axes: 1) there is an equal and consistent focus on children, adolescents, and adults in readings, lectures, and clinical case review portions of the course; 2) the focus on psychopathology/dysfunction is counterbalanced by a comparable emphasis on clinical diagnostic skills, particularly those that facilitate the beginning stages of the treatment process; 3) the content on clinical process dimensions is complimentary to content on clinical method and technique; 4) clinical case reviews permit a useful integration of field experiences with didactic classroom learning; and 5) a model for research on aspects of clinical process and tools useful for evaluation of practice and treatment outcomes are addressed.

Clinical illustrations of various child, adolescent, and adult disorders and treatment skills that facilitate practice are used liberally throughout the course. Social work values and ethics are addressed as are the unique needs and concerns (e.g., access to treatment, applicability, adaptations) of vulnerable and oppressed populations (e.g. women, children, older adults, African Americans, Latinos, and gay and lesbian clients). Temporal issues and their implications for interpersonal practice are identified and brief models of treatment are elucidated. Critiques of this theoretical model are also introduced and assessed within the context of social work values and ethics. Finally, the relationship between practice and research is seen as an integral aspect of the course and emphasized by means of lecture and assignments.
II. LEARNING OUTCOMES & BENCHMARKS: By the end of the semester the student will be able to:

- apply behavioral analysis and cognitive-behavioral analysis to the student’s own cases from field-work practice (Competency 1A, 1F).
- critically differentiate and evaluate clinical applications of long-term and brief cognitive-behavioral treatment models (Competency 3B).
- analyze psychopathology from the context of an individual's culture, race, ethnicity, gender, age and sexual orientation; the effects of hostile environment (e.g., poverty, discrimination, and oppression) on human functioning, and apply knowledge as to how these factors may shape human behavior and influence diagnostic assessment, the therapeutic work, and social and psychological functioning (Competencies 4A, 4C-D).
- examine methods for evaluating both process and outcome of interpersonal practice, and the relationship between research and evidence-based practice (Competency 6A).
- demonstrate the capacity for advanced understanding of normative development gleaned both from the clinical descriptive literature and research-based reading, identification of risk and protective factors, and the ability to apply this understanding to ongoing clinical work (Competency 6A).
- examine methods for evaluating both process and outcome of interpersonal practice, and the relationship between research and practice (Competency 6B).
- conduct a comprehensive behavioral assessment or a cognitive/behavioral assessment of a child, adolescent or adult with a person-in-environment perspective analyzing the interrelationship of the individual with systems in his/her life, and the impact of behavioral and cognitive factors on such relationships (Competencies 7A-C).
- analyze specific psychopathologies affecting children, adolescents, and adults, and cognitive/behavioral approaches used to understand and assess them (Competencies 7A-C).
- analyze normal development, developmental tasks, protective and risk factors in childhood, adolescence, and adulthood that contribute to stability and developmental derailments (competencies, 7A-C).
- critically examine and assess behavioral and cognitive/behavioral theory and practice in regard to female development, culture, and the strengths perspective of social work practice (Competencies 9A, 9C).
- apply behavior analysis and cognitive/behavioral analysis to the student’s cases from their field work experience to help in the process of case conceptualization (Competency 10-A).
- examine specific components in the diagnosis and assessment of children, adolescents, and adults (Competency 10B).
• examine CBT interventions that facilitate assessment beginning stages of treatment
  (Competency 10C).

III. PERFORMANCE CRITERIA
Students will be expected to demonstrate their progress in basic comprehension and integration of the course material through class attendance and participation, theoretical/conceptual paper, group presentation on a chosen psychopathology, client assessment paper, quizzes and homework assignments.

IV. REQUIRED COURSE TEXTS
Please know that the same texts are used for the winter term (SW8350). The texts are:

6. González-Prendes, A. A. (Ed.). (2011). SW 8340 & SW8350 Course Readings: *Applications of cognitive behavior theories to interpersonal practice I & II*. San Diego, CA. University Readers. The course pack can be purchased from University Readers at: https://students.universityreaders.com/store/. You will have to log in or create a new account if you are a new customer.

*Publication Manual of the American Psychological Association*
Although students will not be required to purchase the Publication Manual of the American Psychological Association, 6th edition, all students are required to follow the citation, references, reference page format, and writing guidelines as outlined in the manual. Therefore, it is recommended that students either purchase this manual or arrange to have easy access to the most recent edition of the manual.

V. ORGANIZATION OF THE COURSE
Several different pedagogical techniques are used in the organization of this course: lecture-discussion; consultation; audio-visual clinical material; case reviews; role-play; and possible guest lecture presentations in connection with particular content. Students will engage in class presentations as well as doing homework assignments (e.g., Cormier and Nurius learning activities, and Greenberger and Padesky manual exercises).

VI. COURSE REQUIREMENTS, ASSIGNMENTS, ROLE AND RESPONSIBILITY OF THE STUDENT.
Students are responsible for carefully reading and following the contents of the course syllabus as well as the guidelines provided for each assignment. Classes will follow a lecture, discussion, experiential learning format with the inclusion of audio-visual materials to facilitate the learning process. Each student’s ideas, questions, and opinions are valued and needed in order to maximize learning. Therefore, class participation is required and class attendance is expected. In order to enhance individual learning and to be a productive
contributor to each class, each student is required to complete readings and other assignments by the due dates. Students may meet individually with the instructor by appointment.

[For additional information see University Statement of Obligation of students and faculty Members of the teaching-learning process as revised July 14, 1997.]

**Use of on-line and electronic technology:**

In order to retrieve information and facilitate communication all students are required to activate their Wayne State Access IDs at the beginning of the semester. Students will be expected to regularly check their e-mail and to utilize the class group e-mail for e-mail questions and discussion purposes. Students also will be expected to utilize Blackboard to check for relevant course material that may be posted by the instructor. Students will be required to use PowerPoint technology for all class presentations. In addition, students will be expected to access and read assigned articles available on-line.

**Use of laptops and other electronic media in class:**

Students are allowed to use their laptops and other electronic media in class as long as it is used for class purposes. The use of any electronic media in the classroom for the purpose of checking or responding to personal email, internet browsing, checking on Facebook or other social networking sites or any other non-class function is not allowed. Cell phones must be turned off or to vibrate mode while in the classroom. In the case of exams or quizzes all electronic equipment must be off the table/desk.

**Student Disability Services:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is (313) 577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

**Assignments**

**Detailed instructions for each assignment will be posted on Blackboard**

1. **Group Research Presentations**

   For this assignment, students will work in groups of 4-5 students. The assignment will focus on the students’ ability to apply research concepts and strategies to guide social work practice. Each group will be responsible for conducting a class presentation of 40-45 minutes on the empirical research addressing the effectiveness of CBT with a discrete psychopathology. Include a detailed description of the psychopathology, the CBT intervention used, research protocol and methodology of the study, and treatment outcomes. Also, you must address socio-economic, age, gender and culture/ethnicity dimensions as they relate to the disorder and impact on vulnerable groups. On the day of the presentation each group member will submit a 3-5 page paper summarizing his or her findings and contributions to the project. The group will be expected to follow its presentation with a question and answer period.

2. **Client assessment.**

   A written behavioral or cognitive-behavioral assessment of a child, adolescent or adult emphasizing a person-in-environment perspective, socio-economic-cultural issues, as well as relevant cognitive and behavioral factors that impact upon the individual’s current functioning. All relevant readings for this assignment will be included in the texts and course packet.
3. Quizzes

Five (5) quizzes will be given throughout the course based on the assigned readings and class discussions. The four (4) highest grades will count towards the overall course grade, and the lowest grade will be dropped. **There will not be make-up quizzes given regardless of the reason the quiz was missed.** If a student misses a quiz, that will be the grade that the student will drop.

4. Final Exam

Students will receive a take-home exam one week before the due date and will be expected to work on the exam independently.

Additional Course Requirements:

All assignments are due at the beginning of class on the assigned due date. Unless approved by the instructor in advance late assignments will be graded down by 10% of the assignment grade. Any student experiencing difficulty with an assignment and anticipating that an extension may be needed must contact the instructor in advance in order to discuss the problem. Extensions will be considered by the instructor only in extreme cases (life events beyond one’s control) and on an individual basis.

**All written assignments will be graded on content and style.** The style must conform to APA standards for citations, references, headings and subheadings. Written assignments must be typed, double-spaced, and carefully checked for sentence structure, grammatical, typographical, and spelling errors. All assignments must demonstrate good use of critical thinking skills and logic. A demonstration of a good command of the English language is expected.

**Plagiarism will result in a failing evaluation for the course as will any other forms of academic dishonesty.** Copying material from other sources and either pasting it to or paraphrasing it in your work without giving proper credit to the original author is plagiarism. To avoid this, please provide proper citations and references to the original author (e.g. individual, agency, etc.) of work cited in your papers. If you are not sure about this matter please consult with the instructor prior to turning in your work.

**Journal articles:**

When assignments ask the student to include or provide “journal articles” this means that the article must come from a professional, **“peer-reviewed journal”**. You may go to WSU libraries and conduct your search through databases such as Social work abstracts, PsycINFO, WilsonSelectPlus, MEDLINE, etc. Internet sources such as Wikipedia, etc. or trade magazines do not meet the criteria for “peer reviewed journal”. If you are not sure whether your article meets criteria for “peer reviewed” please consult with your instructor prior to turning in your assignment.

**Attendance policy:**

Students are expected to attend all class sessions. Attendance will count for 10% of the final grade. After the first two missed classes, additional absences will lower the course grade on a percentage basis according to the number of sessions missed after the first two. Excessive tardiness is disruptive to the class and could also result in a lowering the final grade.
**Course Evaluation:**

Group research presentation and paper = 30%
Client Assessment = 20%
Quizzes = 10%
Final exam = 20%
Homework assignments = 10%
Attendance = 10%

All unexcused late assignments will be downgraded by 10% of the total grade for the assignment

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 95</td>
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<tr>
<td>A-</td>
<td>94.9 – 90</td>
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<tr>
<td>B+</td>
<td>89.9 – 87</td>
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<td>B</td>
<td>86.9 – 83</td>
</tr>
<tr>
<td>B-</td>
<td>82.9 – 80</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 – 77</td>
</tr>
<tr>
<td>C</td>
<td>76.9 – 73</td>
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</tbody>
</table>

Please notice that there is no “A+” grade. A grade of “B-” or lower is below graduate standards. For more on graduate school grades and marks see Wayne State University’s *Graduate Bulletin*
VII. COURSE OUTLINE AND READINGS

Session 1  
Course overview and expectations. Introduction to cognitive-behavioral theories and basic concepts.
Classical and Operant conditioning, Social Learning Theory, Cognitive therapy (CT), Rational Emotive Behavior Therapy (REBT), Self Instructional Training (SIT), role of cognitions in Cognitive-behavior theory (automatic thoughts, intermediate beliefs & core beliefs), functional vs. dysfunctional thinking, externalizing and externalizing disorders, and the empirical base for BT and CBT and psychiatric disorders. The behavioral and cognitive behavioral framework in social work practice: history and trends.

Required Readings:
Beck, J. S: Chapter #1: “Introduction”.
Sadock & Sadock: Chapter #4: Section 4.3 Learning Theory, pp. 141 – 146.

Session 2  
Normative development in childhood, adolescence, and adult. Review of basic skills in social work practice.
Due: Worksheets 1.1 and 2.1: Mind over Mood workbook

Required Readings:
Beck: Ch. #2: “Overview of Treatment”
Sadock & Sadock: Ch. #2: “Human development throughout the life cycle”.
Ch. #4: Section 4.1 Jean Piaget, pp. 133-137
Cormier et al: Ch. #1: “About this book”
Ch. #3: “Understanding non-verbal behavior”
Greenberger & Padesky: Ch. #1: “Understanding your problem”
Ch. #2: “It’s the thought that counts”

Session 3  
The first session in CBT: Agenda setting; building a collaborative relationship; cognitive conceptualization
Basic therapy engagement skills: Facilitative conditions and listening responses
Identifying and rating moods and behaviors
Due: Worksheets 3.1 & 3.2: Mind over Mood workbook

Required Readings:
Beck: Ch. #3: “Cognitive conceptualization”.
Ch. #4: “The Evaluation Session”
Cormier et al: Ch. #4: “Ingredients of an effective helping relationship”.
Ch. #5: “Listening responses”.
Greenberger & Padesky: Ch. #3 “Identifying and rating moods”.
Session 4  
**Behavioral assessment/conceptualization: The ABC model**  
**Basics of DSM multiaxial classification**  
**An ecological person-in-environment approach**

**Due:**  
Worksheets 4.1, 5.1, 5.2, & 5.3: Mind over mood workbook  
Learning Activity 7.2 (pp.179-80): Cormier textbook

**Required Readings:**

- **Beck:** Ch. #5: “Structure of the first therapy session”
- **Cormier et al:** Ch. #6: “Influencing responses”  
  Ch. #7: “Conceptualizing and assessing client’s issues, concerns, context”
- **Greenberger & Padesky:** Ch. #4: “Situations, moods, and thoughts”
- **Sadock & Sadock:** Ch. #9: “Classification in Psychiatry and Psychiatric Rating Scales” (pp. 306-310).

Session 5  
**CBT: Working with automatic thoughts**  
**Assessment of children, adolescents and adults (cont.)**

**Due:**  
Worksheets 6.1 (pp. 80); 7.2 (p.110): Mind over Mood workbook  
Knowledge and Skill Builder #8 (p. 222, part one): Cormier et al.

**Required Readings:**

- **Beck:** Ch. #7: “Session 2 and beyond: Structure and format”  
  Ch. #8: “Problems with structuring the therapy session”  
  Ch. #9: “Identifying automatic thoughts”
- **Cormier et al:** Ch. #8: “Conducting an interview assessment with clients”.
- **Greenberger & Padesky:** Ch. #5: “Automatic Thoughts”  
  Ch. #6: “Where is the evidence?”  
  Ch. #7: “Alternative or balanced thinking”

Session 6  
**Core beliefs and Intermediate beliefs (assumptions & rules)**  
**Treatment Goals and Treatment Planning**

**Due:**  
Worksheets 9.1, 9.2, 9.3, 9.4: Mind over Mood workbook  
Learning activity 9.2 (p. 236): Cormier textbook. (Write your responses and be prepared to discuss them in class).

**Group presentations begin***

**Required Readings:**

- **Beck:** Ch. #13: “Identifying and modifying intermediate beliefs”.
- **Cormier et al:** Ch. #9: “Identifying, defining and evaluating outcome goals”.
- **Greenberger & Padesky:** Ch. #9: “Assumptions and core beliefs”.  
  Ch. #10: “Clinical decision-making & treatment planning”.

Revised 8/11
Session 7  
**Socio-cultural and ethical issues in social work practice**  
*Culture and psychopathology*  
*Impact of social policy on disenfranchised populations (e.g. elderly, people of color, poor, women, gay men, lesbians, bisexuals).*  
*Group presentations***  
Due:  
Worksheets: 9.5, 9.6, 9.7, 9.8, 9.9: *Mind over Mood* workbook  
**Required Readings:**  
Cormier et al: Ch. #2: “Building your foundation as a helper” (values, diversity, multi-cultural competence, ethical issues).  
NASW Code of Ethics: Ethical principles, standards, and social worker’s responsibility to clients, colleagues and the broader society. Available at: www.socialworkers.org (search under “About NASW”).

Session 8  
**Adult psychopathology: Anxiety disorders, phobias, panic disorders, obsessive-compulsive disorders.**  
*Group presentations***  
Due:  
Worksheets 11.1, 11.2, & 11.3: *Mind over Mood* workbook  
**Required readings:**  
Greenberger & Padesky: Ch. #11: “Understanding anxiety”.  
Leahy, R.: Ch. #4: “Cognitive theory and research on generalized anxiety disorder and panic disorder”.  
Ch. #8: “Cognitive-behavioral treatment of obsessive-compulsive disorder: Past contributions and current developments”.

Revised 8/11
Session 9  Childhood pathology and dysfunction: Anxiety, ADHD, and other childhood disorders  
*Group presentations***

**Required Readings:**
Sadock & Sadock: Ch. 38: “Mental retardation”.
Ch. 50: “Anxiety disorders of infancy, childhood, and adolescence”.
Ch. 42: “Pervasive developmental disorder”.
Ch. 44: “Disruptive behavior disorders”.
Ch. 47: “Elimination disorders”.


Session 10  Adult psychopathology: Depression, somatoform, & factitious disorders.  
*Group presentations***

**Due:**  
Worksheets 10.1, 10.2, 10.3, 10.4, 10.5: Mind over Mood workbook

**Required Readings:**
Beck: Ch. #6: “Behavioral Activation”
Greenberger & Padesky: Ch. #10: “Understanding depression”
Leahy, R. Ch. #2: “Beck’s theory of depression: Origins, empirical status, and future directions for cognitive vulnerability”.
Ch. #3: “Effectiveness of treatment for depression”.
Sadock & Sadock: Ch. 15: “Mood disorders”.
Ch. 17: “Somatoform disorders”.
Ch. 19: “Factitious disorders”.

Session 11  Childhood and adolescence pathology: Depression in childhood and adolescence: causes and types  
*Group presentations***

**Required Readings:**
Sadock & Sadock. Ch. 49: “Mood disorders and suicide in children and adolescents”.

Access: www.surgeongeneral.gov/library/reports.htm

Session 12  Personality disorders and character pathology in older children and adolescents: Borderline, antisocial, and narcissistic personalities.  
*Group presentations***  
*Client assessment paper due*

**Required Readings:**
Leahy, R. Ch. #15. “Cognitive-behavioral treatment of personality disorders in childhood and adolescence”.
Sadock & Sadock: Ch. #27. Personality Disorders

Thanksgiving break – NO CLASSES – Final exam available today – see Blackboard.
Session 13  
*Personality disorders in adulthood: Borderline, antisocial, and narcissistic.*

*Group presentations***

*Final exam due.*

**Required Readings:**
Leahy, R.  
Ch. #13: “Cognitive therapy of borderline personality disorder”.
Ch. #15. “Cognitive therapy of personality disorders: Twenty years of progress”.

Session 14  
*Last Day of Classes*

*Personality disorders in adulthood: Borderline, antisocial, and narcissistic.*

*Review of major aspects of the course and expectations for next semester.*

*Student evaluations*

**Required Readings:** None
Bibliography


Reilly, Patrick M., Michael S. Shopshire, Timothy C. Durazzo, and Torri A. Campbell. 2002. Anger management for substance abuse and mental health clients: Participant workbook. Rockville, MD: Center for Substance Abuse Treatment, Substance Abuse and Mental Health...


CBT-Specific Videos


Ellis, A. VHS. 1996. *Coping with the Suicide of a Loved One.* New York: Albert Ellis Institute. A live demonstration of the application of REBT with a woman experiencing depression, guilt, and anger over the suicide of her husband.


CBT-Specific Journals

*Behavior Therapy* – This is a quarterly journal published by Elsevier. It is one of the official journals of the Association for Behavioral and Cognitive Therapies.

*Cognitive and Behavioral Practice* – This is a quarterly journal published by Elsevier. It is one of the official journals of the Association for Behavioral and Cognitive Therapies.

*Cognitive Therapy and Research* – This journal is published by Springer six times per year.

*International Journal of Cognitive Therapy* – This is a quarterly journal published by Guilford Press. This is the official journal of the International Association for Cognitive Psychotherapy.

*Journal of Rational-Emotive and Cognitive-Behavior Therapy* – This is a quarterly journal published by Springer.

*Behaviour Research and Therapy* – This journal is published by Elsevier 12 times per year.

Cognitive Behaviour Therapy – This journal is published quarterly by Taylor & Francis. This is the official journal of the Swedish Association of Behavioural Therapists.
Journal of Cognitive Psychotherapy: An International Quarterly – This is a quarterly journal published by Springer.

CBT-Specific Bibliographies:
These bibliographies offer additional lists of books on cognitive-behavioral therapy. They can be accessed on-line at the URLs given below.

Academy of Cognitive Therapy [http://www.academyofct.org/]. Look under “Professionals” for “Readings & Resources”, and then click on the “Alphabetized Listing” under “Recommended Books”.

Australian Association of Cognitive & Behaviour Therapy bibliography [http://www.aacbvic.org.au/]
It may be accessed by clicking “training and resources” in the AACBT Victoria branch.

Albert Ellis Institute – Albert Ellis bibliography [http://www.albertellis.org/]
This bibliography is devoted exclusively to the writings of Albert Ellis. Access by clicking “Professionals” in the institute’s website.

Project CORK bibliography [http://www.projectcork.org/index.html]
This site includes many bibliographies that focus on substance abuse disorders and includes separate sections on behavioral contingency therapy and cognitive therapy.

Offers an annotated bibliography of eight research studies on the subject of pediatric PTSD.