I. COURSE DOMAIN AND BOUNDARIES

This course is the second in a two-semester sequence and builds on the ecological systems perspective of social work practice presented in the Core year and in the BSW curriculum. It is designed to provide advanced year students with a cognitive behavioral framework for the treatment and evaluation of children, adolescents, and adults. In the first semester, several contemporary cognitive behavioral models based upon frameworks presented in the core year for understanding deviations from normal development in infancy, childhood, adolescence, and adulthood were presented and discussed, and the contribution of cognitive-behavioral and developmental psychology to our understanding of development and developmental psychopathology were reviewed. The significance of a diagnostic approach that integrates cognitive and behavioral clinical diagnosis was discussed, and models for cognitive and behavioral clinical assessment were presented. Students also became familiar with issues associated with the beginning stages of treatment (i.e. engagement process and the development of the therapeutic alliance).

During the winter semester in SW 8350, students are exposed to several cognitive behavioral and behavioral treatment approaches, including short-term psychotherapy, and longer-term treatment approaches. Various theoretical approaches within the framework of cognitive behavioral clinical social work are considered, including those associated with operant conditioning, respondent conditioning, social learning theory, cognitive-behavioral therapy, skills training, fear reduction techniques, and self-instructional training. Important differences between child, adolescent, and adult treatment are highlighted and discussed in detail. These may include the identification and management of relationship issues, the development of the therapeutic alliance and transfer of change, relapse prevention and work with parents and collaterals (in the case of children and adolescents). The major focus of this course is the intervention process, termination, and evaluation of children, adolescents and adults including diverse populations and particularly oppressed and disenfranchised groups. More serious disorders (e.g., schizophrenia and the psychoses) are also highlighted. Other foci include specialized techniques of child treatment as well as aspects of the clinical encounter that are unique to adolescents or adults, in each instance illustrated through the use of clinical case material. The need for ongoing supervision and professional development of the social worker is also addressed during this semester.

This course is specifically designed as a combined human behavior and clinical methods course, 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 treatment skills, particularly those associated with the middle and ending phases of the treatment process; 3) the content on clinical process dimensions is complementary to content on clinical method and technique; 4) clinical case reviews permit a useful integration of field experiences with didactic classroom learning; 5) models for research on aspects of clinical process and for the evaluation of practice are further developed. 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 ethical considerations receive continuing emphasis in this course, as do the unique needs and concerns of vulnerable and oppressed populations (e.g., access to treatment).
COMPETENCIES

1. Identify as a professional and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Engage in research-informed research and practice – informed research.
6. Apply knowledge of human behavior and the social environment.
7. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
8. Analyze the impact of the urban context on arrange of client systems including practice implications.

II. LEARNING OUTCOMES

BENCHMARKS (with competencies in parentheses): By the end of the semester, students will be able to:

- apply behavioral analysis and cognitive-behavioral analysis to the student’s own cases from field-work practice (1-A, 1-F).
- Identify and apply social work guidelines that underscore ethical practice, competent use of clinical strategies, and sensitivity to cultural diversity and environmental factors impacting clients (2A-D, 4-A, 11-A).
- critically differentiate and evaluate clinical applications of long-term and brief cognitive-behavioral treatment models (3-B).
- 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 (4-A, 4-C, 4-D, 11-A).
- examine methods for evaluating both process and outcome of interpersonal practice, and the relationship between research and evidence-based practice (6-A).
- 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 (6-A).
- 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 (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 (7A-C).
- apply behavior analysis and cognitive/behavioral analysis to the student’s own cases from their field work experience to help in the process of case conceptualization (10-A).
- examine specific components in the diagnosis and assessment of children, adolescents, and adults (10-B).
- examine CBT interventions that facilitate assessment beginning stages of treatment (10-C).
III. PERFORMANCE CRITERIA
Students will be expected to demonstrate progress in comprehension and integration of the material through written analysis of a chosen psychopathology, oral presentation of a client case, a process recording of a session with a client, a comprehensive final exam and class attendance and participation.

IV. COURSE TEXTS
The required texts for the two-semester course sequence include:

A. Course Texts


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 should be purchased directly 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 (APA), 5th or 6th edition, all students are required to follow the format, citation, reference, reference page, and writing guidelines provided by the APA. Therefore, it is recommended that students either purchase this manual or arrange to have easy access to the most recent edition of the manual.

Other required readings are available On-Line and in WSU Libraries.

V. ORGANIZATION OF THE COURSE
Several different pedagogical techniques are used in the organization of this course: lecture-discussion; consultation; video and audiotaped clinical material; case review; role-play; and possible guest lecture presentation in connection with particular content. Students will be asked to present reading-related questions/topics for discussion in advance of class. Homework assignments (e.g., the Cormier, Nurius & Osborn learning activities, and the Greenberger and Padesky manual exercises) will be used in class in small groups and as springboards for class discussion.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS/ROLE AND RESPONSIBILITY OF THE STUDENT
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 assignments by the due dates. When needed 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.

**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**
In addition to the homework assignments detailed in the course outline and readings section, students will complete the following four assignments. Detailed instructions for each assignment will be given in class.

**Psychopathology paper:**
This 8-10 page paper allows the student to explore in depth a discrete severe psychopathology or problem concern of childhood, adolescence, or adulthood. Topics and specific requirements for this assignment will be discussed in the first class session. Among other factors the paper should address cultural, race/ethnicity, socio-economic, gender, sexual identity, age, and cognitive-behavioral aspects of the selected psychopathology. The student must select a different psychopathology from the one presented in the fall term. Each student must select his or her topic and notify the instructor in writing by 2/02/11.

**Oral Case Presentation with treatment plan & process recording:**
This assignment consists of a case presentation to be made in class. The focus of this presentation should be on a current client and involve engagement, assessment, diagnosing, treatment and ongoing evaluation of progress with such client. This should include a brief summary of diagnostic/assessment data and pertinent history, as well as a cognitive and behavioral profile of the client. An outline of a treatment plan and a written process recording of a session with this client must be turned in on the day of the case presentation. Guidelines for this assignment will be posted on Blackboard by the first class session.
Process recording:
A process recording of a session with a client is due on the day the student does the oral presentation. This 7-page typewritten paper allows the student the opportunity to reflect upon and discuss a session with a client focusing on issues impacting the process throughout the initial, middle and ending phases.

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. 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 considered by the instructor only in extreme cases (life events beyond one’s control) and on an individual basis. All unexcused late assignments will be downgraded by 10% of the total grade for the assignment.

***All written assignments will be graded on content and style. The style of your work must conform to APA standards for margins, 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
Plagiarism will result in a failing evaluation for the course as will any other forms of academic dishonesty. You cannot “cut and paste” or copy material verbatim from other sources and integrate it in your work as if it were your own – that is plagiarism. When quoting, paraphrasing or otherwise using material from other sources you must provide a proper reference using APA guidelines for quotations and citations.

***Attendance policy:
Students are expected to attend all class sessions. Attendance will count for 10% of the final grade. There are absolutely no excused absences for this class. The student is allowed to miss two classes without penalty. Those are the “excused absences” allowed. After the first two missed classes, additional absences will lower the course grade on a percentage basis according to the number of sessions remaining after the first two. Excessive tardiness is disruptive to the class and could also result in a lowering the final grade.
Course evaluation:

1. Attendance = 10%
2. Psychopathology paper = 20%
3. Class presentation, process recording & treatment plan = 30%
4. Final exam = 30%
5. Homework & in-class assignments = 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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 95</td>
</tr>
<tr>
<td>A-</td>
<td>94.9 – 90</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 – 87</td>
</tr>
<tr>
<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>
</tr>
</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.
VI. COURSE OUTLINES AND READINGS

Session #1  
Course overview and expectations. Review of cognitive-behavioral and behavioral theories principles and treatment concepts.
A Review of the Behavioral and Cognitive Behavioral Systems:
- Behavioral Theory (BT).
- Social Learning Theory and Practice.
- Cognitive Behavioral Therapy (CBT).
- Self Instructional Training.
- The Role of Cognitions in Behavioral Therapy and CBT.
- Principles of Cognitive Therapy (Automatic Thoughts/Intermediate Beliefs/Core Beliefs), Functional vs. Dysfunctional Thinking, Externalizing and Externalizing Disorders.
- The Research Base for BT and CBT and Psychiatric Disorders.

Required readings:

Session #2  
Basic clinical procedures and challenges in the behavioral and cognitive-behavioral treatment of children, adolescents, and adults.  
Culture and gender factors in treatment planning.

Due: Cormier, Nurius & Osborn: Knowledge & Skill Builder Part Two (Ch.9, p. 267), and Learning Activity 10.4, (Ch.10, p. 294 (Gender and Multicultural Factors in Treatment Planning and Selection – The case of Jane Wiggins)

Required Readings:


Review:
Cormier et al: Chs: #8, 9, and 10.

Session #3  

Due: Cormier, Nurius & Osborn: Learning Activity: Guided Imagery (11.3, p. 321). To be done in class (read and practice both options at home and be ready to do in class).

Required Readings:
Beck, J.: Ch. #16: Imagery
Cormier et al: Ch. #11: “Imagery and modeling strategies”.

3: a) Overview of Risk Factors and Prevention, b) Overview of Mental Disorders in Children, c) Attention-Deficit/Hyperactivity Disorder. Available: www.surgeongeneral.gov/library/reports.htm

Session #4  

Due: Cormier, Nurius & Osborn: Learning Activities: Schema Identification (13.1, p. 397) - first part only - (write your answers and be ready to discuss in class); and Breathing Exercises (14.2, p.425) - read and be ready to do in class.

**Bring Cormier, Nurius & Osborn text to class.

Required Readings:
Cormier et al:  
Ch. #12: “Reframing, Cognitive modeling & problem-solving strategies”
Ch. #13: “Cognitive change and cognitive restructuring strategies”
Ch. #14: “Stress management strategies”

Session #5  

Required Readings:
Beck, J:  
Ch. #15: “Additional cognitive and behavioral techniques”
Ch. #17: “Homework”
Ch. #18: “Treatment planning”
Ch. #19: “Termination and relapse prevention”
Ch. #20: “Problems in therapy”

Chapter 3: Depression and Suicide in Children and Adolescents, Chapter 5: Depression in Older Adults. Available Online: http://www.surgeongeneral.gov/library/reports.htm

Session #6  
Clinical procedures and challenges in the treatment of children, adolescents, and adults: Exposure techniques, systematic desensitization and flooding.

Due: Cormier, Nurius & Osborn: Learning Activities: Meditation (15.1, p. 462); Developing Scenes (16.2, p. 494); and Developing an Example of Imaginal Exposure Session (16.3, p. 499). Read the assignments and be ready to do in class.

**Bring Cormier & Nurius Text to class.

Required Readings:
Cormier et al:  
Ch. #15: “Meditation and relaxation strategies”
Ch. #16: “Exposure strategies”

Session #7  
Basic clinical procedures and challenges in the treatment of children, adolescents, and adults: Self-management strategies
Use of analytical thinking to address ethical issues in social work practice


Required Readings:
Cormier et al:  
Ch. #17: “Self-management strategies”

Malkinson, R. (2001). Cognitive-behavioral therapy of grief: A review and application. Research on Social Work Practice, 11 (6), 671-698. Available Online: Go to WSU's libraries. Click “Articles and Databases”. Click psychology and then “PsycINFO” database. Click the "Basic Search" tab to enter the title of the article. Click "View full article in PDF format".

NASW Code of Ethics. **Available Online:** http://www.socialworkers.org/pubs/code/default.asp


**Session #8**  
*Treatment interventions and challenges when working with chemical dependency and other addictions: Clinical and cultural Issues. Relapse Prevention in addictions and mental health.*

Due:  
Psychopathology paper.

**Required Readings:**
Leahy, R. Ch. #10. “Substance abuse”.


**Session #9**  
*Treatment interventions and challenges when working with violence-prone clients: Anger problems, conduct & antisocial disorders.*

Due:  
Worksheets 12.1& 12.2: Mind over Mood workbook

**Required Readings:**


Greenberger & Padesky: Ch. #12. “Understanding anger, guilt and shame”.


SPRING BREAK – NO CLASS THIS WEEK

Session #10  Treatment interventions and challenges when working with post-traumatic stress disorders.

Required Readings:
Leahy, R. Ch. #7: “Posttraumatic stress disorder: From cognitive theory to therapy”.

Session #11 Strategies for working with resistance: Stages of Change; Motivational Interviewing; Solution-Focused Therapy

Due: Cormier et al: Ch. #9: Learning Activity: Stages of Change (9.1, P. 233)
             Ch #18: Learning Activity: Formulating Constructive Questions (18.3, p. 576); Practicing MI Consistently (18.5, p. 591)

Required Readings:
Cormier et al: Ch. 9: Identifying, Defining & Evaluating Treatment Goals, pp. 231-232.
Ch. #18: “Strategies for working with resistance”

Session #12 Treatment interventions and challenges when working with schizophrenia and other psychoses in children, adolescents, and adults.

Final Exam available on-line – Blackboard

Required Readings:
Leahy, R. Ch. #12: “Cognitive theory and therapy of schizophrenia”.
Ch. #11: “Cognitive therapy of bipolar disorder”.
Sadock & Sadock: Ch. #13: “Schizophrenia”
Ch. #14: “Other psychotic disorders”
Ch. #51: “Early-onset schizophrenia”
Session #13  Evaluation of treatment process and outcomes in clinical work with children, adolescents, and adults.

Due: Final exam due

Required Readings:


Session #14  Professional development, supervision, and future directions

Course wrap-up

Course evaluations

Required Readings:
J. Beck Ch. #21. Progressing as a cognitive behavior therapist.
Bibliography


Brooks/Cole.


CBT-Specific Videos

Padesky, C. A. DVD. 1993-2008. Cognitive Therapy Training on Disc. Huntington Beach, CA: Christine A. Padesky. A 7-DVD series that offers live and simulated sessions on various aspects of CBT (e.g. case conceptualization; use of thought record, etc.), and its use with various disorders.


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.

Foa, E. B. VHS. 2003. Imaginal Exposure. New York: Association for the Behavioral and Cognitive Therapies. Provides a live demonstration of the use of prolonged (imaginal) exposure (PE) with emotional...
processing for the treatment of PTSD in a woman victim of rape.


**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.aacbtvic.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.