

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK



COURSE NUMBER: SOWO 750
COURSE TITLE: Cognitive Behavioral Therapy
SEMESTER AND YEAR: Spring 2021
INSTRUCTOR: Tricia McGovern, PhD, LCSW
School of Social Work
OFFICE: 356
PHONE: 919-360-0413 (cell: please text to schedule a time to talk)
E-MAIL: pmcgover@live.unc.edu
OFFICE HOURS: By appointment

COURSE DESCRIPTION:

This course will use the cognitive behavioral therapy (CBT) framework to teach students how to move from an assessment to intervention using the CBT model.

COURSE OBJECTIVES:

By the end of this course, students will:

1. Understand the theoretical underpinnings of CBT, including cognitive and behavioral theories.
2. Be able to conduct an assessment using the CBT model, including how to identify cognitive and behavioral patterns and link those patterns to the client's current presenting problem.
3. Formulate and articulate a case using a CBT framework
4. Develop CBT skills that can be applied to work with clients who have diverse backgrounds and who present with a variety of mental health issues.
5. Create a treatment plan that demonstrates a clear link between assessment and interventions, incorporating client-specific issues such as race, gender expression, SES, sexual orientation, age, religion, etc.
6. Analyze the evidence-base for CBT and the applicability of the CBT model to clients who present with a range of issues, including various diagnoses (e.g., depressive and anxiety disorders) and diversity issues.
7. Evaluate how well CBT fits with social work values and ethics; evaluate how well CBT fits with the current mental health climate and policy, including issues of social justice such as equitable access to services.

EXPANDED DESCRIPTION:

This course builds on the introduction to CBT given in the Integrated Practice course. The aim of this course is to not only increase the students' conceptual understanding of CBT but also increase the students' ability to apply the CBT model in their work with clients with a variety of mental health issues, such as depression and anxiety disorders. By the end of the course, students should be able to conduct an

assessment using a CBT framework, and formulate the case so a clear link is established between the formulation and the presenting problem. Students will have opportunities to both observe and practice CBT-specific skills so that they gain confidence in their ability to recommend and use these skills in practice settings.

REQUIRED TEXTS/READINGS:

Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive-behavior therapy: An illustrated guide* (2nd ed.). Washington, DC: American Psychiatric Publishing.

RELATED READINGS:

Other required readings will be posted on the course Sakai site.

TEACHING METHODS:

The development of a supportive learning environment that reflects the values of the social work profession is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view that differs from your own, articulating your point of view clearly and concisely, and linking experiential learning to readings and assignments. I will appreciate your contributions to making this a safe and respectful class for learning and growth.

CLASS ASSIGNMENTS:

- | | |
|--|-----|
| <input type="checkbox"/> Case Formulation Paper: | 35% |
| <input type="checkbox"/> Treatment Plan Paper: | 35% |
| <input type="checkbox"/> Homework: | 15% |
| <input type="checkbox"/> Attendance/Participation: | 15% |

See Appendices A & B

GRADING SYSTEM:

- H = 94-100
- P = 80-93
- L = 70-79
- F = 69 or less

POLICY ON ASSIGNMENTS:

All students are allowed a **one-time**, and no questions asked, **one-week** extension on any **ONE assignment**. Otherwise, it is expected that assignments will be completed by the due dates listed in the syllabus. If a situation arises that may prohibit you from completing an assignment on time, you may request an extension. Any request for a time extended deadline for an assignment or exam must be **approved in advance** of the due date. Approved delays will not affect your assignment grade. **If you have used your one-time extension and submit an assignment late without prior approval, 10% will be taken off your assignment for each day it's late.** Papers are due *at 11:55pm the day of class via DropBox in Sakai.*

If a student encounters unavoidable obstacles to meeting the deadline, the student should discuss their circumstances with the instructor to determine if an initial grade of Incomplete would be appropriate. I prefer not to give a grade of Incomplete, and will do so only in strict compliance with University policy.

The School of Social Work faculty uses APA style as the format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, 6th Edition (2009). The following web sites provide general information about documentation using APA: <http://library.concordia.ca/help/howto/apa.php> . By not abiding by APA, you will receive deductions on your assignments. Students are strongly encouraged to review the materials on the School of Social Work's website <http://ssw.unc.edu/students/writing> .

POLICY ON ACADEMIC DISHONESTY:

Please refer to the *APA Style Guide*, the *SSW Manual*, and the SSW Writing Resources webpage (<http://ssw.unc.edu/students/writing>) for information on proper attribution of quotes, citing paraphrases of sources, how to avoid unintentional plagiarism, and appropriate use of assistance in preparing assignments. All written assignments should contain your signed pledge, "*I have not given or received unauthorized aid in preparing this written work.*" (Place this statement at the bottom of your title page.) In keeping with the UNC Honor Code, if reason exists to believe academic dishonesty has occurred, the case will be referred to the Office of the Student Attorney General for investigation and further action as required.

ACCESSIBILITY AND RESOURCES SERVICES:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

WRITING SUPPORT:

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA

style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

Cell phones are a disruption to the learning process. Students are expected to turn off their cell phones during class. Laptops are allowed in class in order to follow the power points and take notes on the lecture and will be used for some assignments where we need to access information as a group. If you are found to be on the computer during classroom discussions and activities your participation grade will be deducted.

COURSE OUTLINE

<p>Class 1: January 12, 2021 Introduction to Course, Influential Models</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introductions <input type="checkbox"/> What is CBT? <input type="checkbox"/> CBT and social work 	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. González-Prendes, A. A. & Brisebois, K. (2012). Cognitive-behavioral therapy and social work values: A critical analysis. <i>Journal of Social Work Values and Ethics</i>, 9(2), 21-33. 2. MacLaren, C. (2008). Use of self in cognitive behavioral therapy. <i>Clinical Social Work Journal</i>, 36, 245–253. doi: 10.1007/s10615-008-0156-2
<p>Class 2: January 19, 2021 Introduction to CBT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principles of CBT <input type="checkbox"/> Role of therapeutic relationship <input type="checkbox"/> Diversity and CBT 	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Voss-Horel, S. C. (2008). Effectiveness of cognitive-behavioral therapy with adult ethnic minority clients: A review. <i>Professional Psychology Research and Practice</i>, 39(2), 160-168. 2. Wilson, C. J. & Cottone R. R. (2013). Using cognitive behavior therapy in clinical work with African American children and adolescents: A review of the literature. <i>Journal of Multicultural Counseling</i>, 41, 130-143. 3. Wright et al.– Chapters 1 & 2
<p>Class 3: January 26, 2021 Assessment and Case Formulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organization of case material <input type="checkbox"/> Creating a case formulation <input type="checkbox"/> Setting the stage for treatment <input type="checkbox"/> Research on CBT <input type="checkbox"/> Activity: Case formulation <p><i>Homework #1 Due: Psycho-education about CBT- Use the cognitive triangle worksheet to</i></p>	<p>Required Reading</p> <ol style="list-style-type: none"> 1. Clark, G. I. & Egan, S. G. (2015). The socratic method in cognitive behavioural therapy: A narrative review. <i>Cognitive Therapy Research</i> 39, 863-879. doi: 10.1007/s10608-015-9707-3 2. Jacqueline, B. P. & Lisa, S. T. (2015). Developing and using a case formulation to guide cognitive-behavior therapy. <i>Psychology & Psychotherapy</i>, 5(3), 1-10. 3. Wright et al.– Chapters 3 & 4

<p><i>provide psycho-education to a client, colleague, or friend. Due at 11:55pm</i></p>	
<p>Class 4: February 02, 2021 Behavioral Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of behavioral strategies <input type="checkbox"/> Strategies to address anxiety and self-care <input type="checkbox"/> Activity: Applying behavioral strategies <p>*Case Formulation Paper Due at 11:55pm</p>	<p>Required Reading</p> <ol style="list-style-type: none"> 1. Kaplan, J. S. & Tolin D. F. (2012). Exposure therapy for anxiety disorders. <i>Psychiatric Times</i>. Retrieved from http://www.psychiatrictimes.com/anxiety/exposure-therapy-anxiety-disorders 2. Wright et al.– Chapters 6 & 7
<p>Class 5: February 09, 2021 Cognitive Restructuring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working with automatic thoughts <input type="checkbox"/> Modifying schemas <input type="checkbox"/> Activity: Working with thoughts <p><i>Homework Due #2: Apply one behavioral technique in your work with a client, friend, or colleague. Due at 11:55pm</i></p>	<p>Required Reading</p> <ol style="list-style-type: none"> 1. Wenzel, A. (2012). Modification of core beliefs in cognitive therapy. In I. R. De Oliveira (Ed.), <i>Standard and innovative strategies in Cognitive Behavior Therapy</i> (pp. 17-34). Retrieved from http://www.intechopen.com/books/standard-and-innovative-strategies-in-cognitive-behavior-therapy/assessing-and-restructuring-dysfunctional-cognitions 2. Wright et al.– Chapters 5 & 8
<p>Class 6: February 23, 2021 Application to Diverse Populations</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does CBT apply to various populations, disorders, and challenges? <input type="checkbox"/> Activity: Cumulative Practice <p><i>Homework #3 Due: Identify/Modify Cognitions- Assist a client, friend, or colleague to identify and/or modify cognitions using one of the tools discussed in class. Due at 11:55pm</i></p>	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. Wright et al. – Chapters 9 & 10 <p>Read one article that aligns with your area of interest. <i>(Please let me know if your topic of interest is not reflected in these choices, and I will try to identify additional articles from which you may choose.)</i></p> <ol style="list-style-type: none"> 1. Brockman, R. & Murrell, E. (2015). What are the primary goals of cognitive behavior therapy for psychosis? A theoretical and empirical review. <i>Journal of Cognitive Psychotherapy: An International Quarterly</i>, 29(1), 45-67. doi: 10.1891/0889-8391.29.1.45 2. Cohen, J. D. & Mannarino, A. P. (2015). Trauma-focused cognitive behavior therapy for traumatized children and families. <i>Psychiatric Clinics of North America</i>, 24(3), 557-550. doi: 10.1016/j.chc.2015.02.005 3. McHugh, R. K., Hearon, B. A., & Otto, M.W. (2010). Cognitive Behavioral Therapy for

	<p>substance use disorders. <i>Psychiatric Clinics of North America</i>, 33, 511-525. doi:10.1016/j.psc.2010.04.012</p>
<p>Class 7: March 2, 2021 Third Generation Therapies *Treatment Plan & Critique Paper Due at 11:55pm</p>	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. Herbert, J. D. & Forman, E. M. (2011). The evolution of cognitive behavior therapy. The rise of psychological acceptance and mindfulness. In J.D. Herbert & E.M. Forman (Eds.), <i>Acceptance and mindfulness in cognitive behavior therapy: Understanding and applying the new therapies</i> (pp. 3-25). Hoboken, NJ: John Wiley & Sons, Inc. 2. Hofmann, S. G., Sawyer, A. T., & Fang, A. (2010). The empirical status of the “new wave” of Cognitive Behavioral Therapy. <i>Psychiatric Clinics of North America</i>, 33, 701-710. doi: 10.1016/j.psc.2010.04.006 3. Neacsiu, A. D., Ward-Ciesielski, E. F., & Linehan, M. M. (2012). Emerging approaches to counseling intervention: Dialectical Behavior Therapy. <i>The Counseling Psychologist</i>, 40(7), 1003-1032. 4. Twohig, M. P. (2012). Introduction: The basics of Acceptance and Commitment Therapy. <i>Cognitive & Behavioral Practice</i>, 19, 499-507. doi:10.1016/j.cbpra.2012.04.003

**APPENDIX A
CBT CASE FORMULATION**

Objective:

The objective of this assignment is for the student to demonstrate the ability to organize and describe case material using the CBT framework.

Assignment:

For this paper, the student should identify a case from either their field work or another helping role. The student should provide a brief summary of the case (1-2 pages), describing the presenting problem as if the summary were being placed in a case medical chart. Please see the suggested guide for this summary (located under Case Formulation on the Sakai site). Using the case formulation form *as a guide*, the student should write a case formulation using the CBT framework to describe the essential elements of the case. In other words, how would CBT describe what is happening with the case. Why is the person feeling, thinking, and behaving in the ways that she/they/he presents in treatment? This paper should be no more than five (5) pages

Grading Criteria:

Criteria	Max. Pts.
The student has clearly described the client and the client's presenting issues and concerns.	10
The student has thoroughly described the client's formative experiences that might be contributors to the current situation.	10
The student has thoroughly described other situations or issues that might have a bearing on the client, such as socioeconomic class, cultural background, or other client-specific issues.	10
Biological, genetic, and medical factors have been considered.	10
Examples of the CBT cycle are accurate and written in client-friendly language	10
Client schemas are identified	10
The working hypothesis is comprehensive and uses the CBT framework to provide an accurate clinical summation of the relevant issues currently influencing the client's situation.	30
The paper is well written with no errors in mechanics or APA style	10
TOTAL	100

APPENDIX B
CBT TREATMENT PLAN AND CRITIQUE

Objective:

The aim of this assignment is for the student to demonstrate their ability to link a client assessment and case formulation to an appropriate treatment plan by using the principles of evidence-based practice, and then to critique the plan.

Assignment:

Using the CBT case formulation prepared for the first assignment, students will develop a treatment plan for the client. The paper does not have to be in a specific treatment plan format, but all of the elements within the case formulation chart need to be included. Students should pay close attention to linking their client assessment to their selected interventions. The interventions should address the difficulties presented by the client as outlined in the assessment. Students should be mindful of the interventions being appropriate and feasible for the individual issues of their specific client by considering factors such as the client's culture, spirituality, gender identity, socioeconomic class, sexual orientation, and race/ethnicity. The final section of the paper should include a brief summary of evidence that supports the use of this model for this client. This paper should be no more than five (5) pages.

Grading Criteria:

Criteria	Max. Pts.
Treatment goals and objectives are written correctly using the SMART format (Can be single-spaced in an outline/bullet format)	15
The treatment goals are consistent with the CBT model	15
The treatment goals directly address the assessment and presenting problems identified in the first assignment	20
The author has developed treatment goals that are attentive to issues of individual differences in clients.	10
The author discusses using evidence to determine whether CBT might or might not be a good fit for this client and their presenting issues.	30
The paper is well written with no errors in mechanics or APA style	10
TOTAL	100
<i>Note.</i> SMART goals are S pecific, M easurable, A chievable, R elevant, and T ime-bound.	

APPENDIX C HOMEWORK ASSIGNMENTS

Objective:

The aim of the homework assignments is for students to apply and practice what they are learning in the course.

Assignment:

Students will complete four homework assignments, which are each worth 5 points. Students are expected to apply skills when working with clients in their field placement or in other settings in which the student is in the role of a helping professional. The homework should apply to the same case used for the assessment and treatment plan. Students may use course handouts and worksheets to complete the homework assignments. Homework assignments will be graded for accuracy, completeness, and reflection of the student's self-awareness related to the implementation of skills.

1. Homework #1- Prepare a one-page synopsis of how you educated a client about CBT, including (a) how you presented the material to the client, and (b) how the client received the material or information. In addition, (c) provide an assessment of your strengths and weaknesses in conducting the psychoeducational activity, and (d) identify questions for further consideration.
2. Homework #2- Prepare a one-page synopsis of a behavioral strategy, including (a) why you chose this technique, (b) how you presented the material to the client, (c) your perceptions of how the client received the material, (d) an assessment of your strengths and weaknesses related to the selected strategy, and (e) questions for further consideration. Turn in worksheet along with your synopsis.
3. Homework #3- Prepare a one-page synopsis of a cognitive strategy, including (a) why you selected this technique, (b) how you presented the material to the client, (c) your perceptions of how the client received the material, (d) an assessment of your strengths and weaknesses related to the selected strategy, and (e) questions for further consideration.