

COGNITIVE-BEHAVIORAL INTERVENTION IN SOCIAL WORK

SWRK 777-002
University of Pennsylvania
School of Social Policy and Practice
Social Work Program

Spring 2019

COURSE DESCRIPTION:

Cognitive-behavioral interventions involve a broad class of present-focused techniques that derive philosophically, theoretically, and empirically from theories of learning, specifically how behavior is developed, sustained, or eliminated through the principles of learning. Cognitive-behavioral interventions have enjoyed large research support and represent the bulk of “evidence-based practices.” This course will teach students knowledge and skills for the assessment, implementation, and evaluation of cognitive-behavioral interventions for the variety of problems and populations that social workers may encounter in mental health and other settings, such as schools, criminal justice, substance abuse treatment, and health-care settings.

COURSE FORMAT AND TEACHING PHILOSOPHY

My teaching philosophy is based on Bloom’s Taxonomy (1956), a guided formulation of increasingly complex, hierarchical levels of learning that involve remembering, understanding, applying, analyzing, synthesizing, and evaluating. Because of social work’s applied focus, most of my teaching is targeted toward students working at this third taxonomy of application.

Pedagogical methods in the course include case-based learning, in which scenarios are used to help students develop application and analytic thinking, and team-based learning, a method of active learning by which students take responsibility for their learning through small groups that solve problems together (Michaelson, Bauman-Knight, & Fink, 2003). Students are assigned to teams that stay together for the duration of the semester and will work on such activities as critical thinking questions, case studies, and role plays. Role plays will also be an essential form of the pedagogy.

TEXTS and TRAINING:

REQUIRED:

Corcoran, J. (2014). *Collaborative cognitive-behavioral intervention in social work practice: A workbook*. Oxford ; New York : Oxford University Press.

Other readings will be posted on CANVAS or are available through the library's electronic collection.

Online training (choose one of the below):

Childhood Traumatic Grief: <http://ctg.musc.edu/>

Trauma-Focused CBT for Children: <https://tfcbt2.musc.edu/>

Cognitive-Behavioral Group Treatment in Schools:
<http://cbitsprogram.org/course/intro/6148>

Cognitive-Processing Therapy (combat-related PTSD but can be applied to other adult trauma): <https://cpt.musc.edu/>

SUGGESTED:

Flessner, C. A., & Piacentini, J. (2017). *Clinical Handbook of Psychological Disorders in Children and Adolescents : A Step-by-Step Treatment Manual*. New York: The Guilford Press. [AVAILABLE FROM PENN LIBRARY ELECTRONICALLY]

CLASS POLICIES

Timely submission of assignments: Assignments are due on the dates designated, and will be marked down one-half letter grade for each day late. For worksheets and role-plays, the date listed on the syllabus is final and late assignments will not be accepted.

Missed Classes: It will be important for you to attend class and do the in-class exercises so that you will understand the content of the course and be equipped to complete the assignments. If you do find it necessary to miss a class, it is your responsibility to make up material with the help of classmates and understand that points will be deducted for assignments that are due that day.

Adherence to Schedule and Requirements: The instructor reserves the right to make changes in the course calendar, course requirements, and evaluation components, if necessary. Any changes, however, will be noted ahead of schedule and posted on CANVAS.

Individual Meetings: You are encouraged to schedule individual meetings with the instructor to discuss how to approach assignments since they are applied to client cases and should reflect your interest area. You are also encouraged to schedule a meeting if you have concerns about the class or your performance.

Course Material: Power point slides will be available after the lecture. I will acknowledge the class and individual class members in any material that is developed from the learning/teaching experience.

Academic Integrity: Students are expected to adhere to the University's Code of Academic Integrity, available at <http://www.upenn.edu/academicintegrity/>. Care should be taken to avoid academic integrity violations, including plagiarism, fabrication of information, and multiple submissions (see descriptions below).** Students who engage in any of these actions will be referred to the Office of Student Conduct, which investigates and decides on sanctions in cases of academic dishonesty.

-Plagiarism: using the ideas, data, or language of another person or source without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; not using quotation marks where appropriate; etc.

-Fabrication: submitting contrived or altered information in any academic exercise. Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.

-Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.

EVALUATION

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Individual attendance/Participation	10	After 7 th session (5) and after 14 th session (5)
Team-Based Participation and Products	10	After 7 th session (5) and after 14 th session (5)
Mindfulness Exercise	5	First half of semester
Reading exercises	8	Throughout semester
Skills Demonstrations	30	#1 (present February 27-March 20, revision due one week after presentation but no later than March 27), 15 points #2 (present April 3, revision due April 10), 15 points
Online Training	15	February 27
Role Play Pretest	10 (pass/fail)	April 10
Role Play Posttest	12 (graded)	May 1

1. Individual participation

Grade based on verbal individual participation in class and level of demonstrated preparation and engagement, professionalism, and ability to critically think and apply concepts. You will get a grade at the mid-term and at the end of the semester for participation. NO LAPTOPS or electronic devices allowed during class, and a 1 percentage point deduction is made per day if they are used. This is an experiential, skills-based small class, requiring interpersonal presence and engagement, as is all clinical work.

2. Team Activities

Teams will be assigned at the beginning of the semester and will remain for the rest of the semester. Peer ratings will be used partially for this assessment. Teams should have flexible roles among members (reporter to class, scribe, time-keeper).

3. Reading/video exercises

The expectation is that students read reflectively and come prepared to discuss readings in class. To help with accountability, brief multiple choice/short-answer questions will be completed on a take-home basis to assess student understanding of material. Answers **MUST** be typed and brought into class to ensure that students have completed the reading in advance. Emailed or hand-written answers **WILL NOT** be accepted for this reason.

Format for reading reflection for non-text readings:

Reading Reflection:

Write brief responses on the following (a paragraph):

1. What is the main point of this reading?
2. What was helpful to you?
3. Devise at least one question for the instructor or for the class that shows an integration of the reading or where it can be expanded or clarified.

4. Mindfulness activity

Part of “third-wave” CBT involves mindfulness (and relaxation training was always a part of exposure) as a component. Each student will lead the class on a different type of mindfulness activity (there are many, TM, other types of meditation, guided visualization, progressive muscle relaxation, deep breathing, yoga, see CBT text, p. 95 for some resources) with many different variations under each. Plan on leading the class in one of these practices for 5-10 minutes, assessing members’ reactions pre and post.

5. Skills demonstrations. Show a technique covered in class materials and delivered with a client collaboratively. Dialogue should be **at least** two pages long and will be presented as a prepared role play for the class by each student. A short paragraph introduction will present the client’s demographic information (age, ethnicity, SES, and gender) and the purpose of the contact in terms of the client’s goals and the student’s role in the agency. Students will be given an opportunity to revise after class feedback. Students should also include a way that the effect of the technique on the problem or behavior will be evaluated (measurement).

6. Role Plays. Students will play the role of the provider delivering CBT with the instructor playing the role of client. Another instructor/clinician will complete a CBT fidelity scale on the work and feedback will be provided to the students individually. The first one is April 10 to establish a baseline and will be pass/fail as long as it is completed, and the second is the last class day, May 1. Students have a chance to do one re-do if they would prefer to raise the grade on the second one.

COURSE GRADING SCALE

97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
59 and below	F

- Note there is no rounding.

Grades are based on being prepared and engaged, professional behavior, grammatically correct writing, grasp of material, and, most of all, application of material to social work clients and settings.

COURSE SCHEDULE

<u>Week/Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Due</u>
Week One: January 23	Overview of class, introductions, and overview of cognitive-behavioral theory Behavioral assessment and evaluation, begin	Chapter 1 Resource: Beidas, R. S., Stewart, R. E., Walsh, L., Lucas, S., Downey, M. M., Jackson, K., Fernandez, T., ... Mandell, D. S. (2015). Free, brief, and validated: Standardized instruments for low-resource mental health settings. <i>Cognitive and behavioral practice</i> , 22(1), 5-19.	
Week Two: January 30	Behavioral assessment and evaluation, continue Respondent conditioning, begin	Chapter 4, chapter 10 (pp. 131-134, 145-146)	
Week Three: February 6	Respondent conditioning, cont. Exposure	Chapter 2 Corcoran, J. (in press). Exposure. <i>Reflections: Narratives on Helping</i> .	2.1 (pages 22-23) for homework Sign-up for relaxation training/mindfulness practice Choose online training
Week Four: February 13	Operant Conditioning	Chapter 3	Relaxation #1

		<p>Butler & Titus (2015). Cultural adaptations of parent training for disruptive behaviors in children. <i>Journal of Early Intervention, 37</i>, 300-318.</p> <p>Parent Training for Oppositional Defiant Disorder. Corcoran, J. (2003). <i>Clinical applications of evidence-based family intervention</i>. New York: Oxford University Press.</p>	<p>3.2 (pages 36-38) homework</p> <p>Reading reflections for the 2 assigned readings other than text chapter.</p>
Week Five February 20	Collaborative delivery, role-plays and homework	Chapter 7, Chapter 10, 134-143, Chapter 11	Relaxation #2 7.1 p. 94 homework

Week 6: February 27	Behavioral Skills: Problem-solving		Relaxation #3 Start skills demonstration #1
SPRING BREAK			
Week 7: March 13	Behavior activation	Chapter 7 Dimidjian, S., Martell, C., Herman-Dunn, R., & Hurley, S. (2014). Behavioral activation for depression. In D. Barlow (Ed.). Clinical handbook of psychological disorders : a step-by-step treatment manual / edited by David H. Barlow, 5th ed. NY: The Guilford Press.	Relaxation #4 Proof of completion of online training Skills demonstrations #1 Reading reflection for Dimidjian.
Week 8: March 20	Cognitive restructuring	Chapter 6	Relaxation #5 End skills demonstrations #1 Reading homework: 8.1, 8.2

Week 9: March 27	Cognitive coping		<p>Relaxation #6</p> <p>Beck, J. Cognitive therapy for challenging problems. https://proxy.library.upenn.edu:3511/view/work/bibliographic_entity%7Cvideo_work%7C1775935</p> <p>Complete rest of Judith Beck training not covered in class and send to instructor on email before class 10, 3 questions per unit.</p>
Week 10: April 3	Skills demonstrations #2		<p>Relaxation #7</p> <p>3 questions per unit of CBT with challenging clients</p>
Week 11: April 10	Role play with instructor (baseline)		Revision of skills demonstrations #2
Week 12: April 17	Coping plans/putting it all together Specialized CBT topics of interest to the class, such as insomnia	Reading TBA	Reading reflection
Week 13: April 24	CBT in integrated care settings	Reading TBA	Reading reflection
Week 14: May 1	Posttest Role Play		