



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

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SSS 924

Cognitive and Behavioral Theories and Social Functioning

(3 credits)

Instructor: Barbara P. Early, MSW, PhD, LCSW

Fall 2008

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I. COURSE PURPOSE

As one of the three combined Masters/Doctoral advanced clinical theory courses, Cognitive and Behavioral Theories and Social Functioning examines behavioral and cognitive theories that seek to explain the bio-psycho-social-spiritual nature of human beings and predict how change may take place. The two theories are placed within their historical context as unique theories that developed from different broader paradigms – behavioral from the positivist paradigm and cognitive from the constructivist paradigm. The course follows the process of integration of the two theories into practice models and the integration of these models into social work practice and literature. Grounded in scholarly literature, lecture, discussion, and experiential exercises, the course challenges students to critically analyze cognitive and behavioral theories within the context of their psychological foundations against contemporary ecological, developmental, and strengths perspectives.

II. EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:

1. To understand and differentiate between theory, clinical practice theory, and practice model
2. To compare and critique differences flowing from the contextual ground of behavioral theory in the positivist paradigm and cognitive theory in the constructivist paradigm.

3. To compare and critique differences flowing from the unique historical foundation of each theory within other disciplines and become familiar with the work of social work scholars who are integrating these theories into the practice of social work.
4. To master knowledge of the basic explanatory and change concepts of both behavioral and cognitive theories.
5. To understand the connection between the explanatory and change concepts of cognitive and behavioral theories and the interventive techniques of the accompanying models.
6. To comprehend the commonality and differences in understanding and technique between learning and developmental theories.
7. To experience the connection between one's own cognitions and subsequent feelings and behavior.
8. To experience one's own behavior patterns and the environmental contingencies which stimulate or maintain those behaviors.
9. To demonstrate competence in applying the explanatory concepts of cognitive and behavioral theories to the assessment of adults and children of varied populations, especially those at risk.
10. To demonstrate competence in applying change concepts of the theories to the formulation of a plan in the treatment of adults and children of varied populations, especially those at risk.
11. To understand the ethical issues raised by commitment to evidence-based practice.
12. To demonstrate mastery of lecture material, class discussion and required reading material.

III. COURSE REQUIREMENTS

A. Required Texts - MSW Students

Beck, J. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.

Granvold, D, ed. (2004). *Cognitive and behavioral treatment*. Pacific Grove, Ca: Brooks/Cole Publishing Company.

Spiegler, M., & Guevremont, D. (2003). *Contemporary behavioral therapy* (4th ed.). Belmont, Ca: Thomson/Wadsworth. 3

Additional Required Texts – Phd Students

Berlin, S. (2002). *Clinical social work practice: A cognitive-integrative perspective*. New York: Oxford University Press.

B. Recommended Texts

Beck, A. (1988). *Cognitive therapy and the emotional disorders*. New York: Meridian.

Berlin, S. (2002). *Clinical social work practice: A cognitive-integrative perspective* New York: Oxford University Press.

Dobson, K. (2001). *Handbook of cognitive/behavior therapies*. New York: Guilford.

C. Other Recommended Resources and Media

Thyer, B. (2005). A note from the editor: A comprehensive listing of social work journals. *Research on Social Work Practice* 15 (4), 310-311.

D. Course Assignments

Masters Level Students

Midterm Exam	Required, objective, in-class, closed book	Due Class #7 , Feb. 28, 2008
Annotated Bibliography	Optional, negotiate with instructor, see handout	Due Class #11 , Apr 3, 2008
Final Exam	Required, take-home, application to case material	Due Class #13 , Ap 24, 2008