



THE CATHOLIC UNIVERSITY OF AMERICA

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SSS 724 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.

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 , Oct. 8, 2008
Annotated Bibliography	Optional, negotiate with instructor, see handout	Due Class #11 , Nov. 5, 2008
Final Exam	Required, take-home, application to case material	Due Class #13 , Nov. 19, 2008

Doctoral Level Students

Midterm Exam	Required, objective, in-class, closed book	Due Class #7 , Oct 8, 2008
Scholarly Paper	Required, critical analysis of a clinical issue via theory (to be individually negotiated with professor)	Due date to be negotiated with professor
Doctoral level participation	Required negotiation with professor re. class attendance, individual meetings with professor, extra readings, scholarly participation	

- E. Grading Policy: The letter grade for this course will be based on the University Grading System.

Masters Level Students

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|---|---------------------------------------|
| 1. Midterm Exam | 45% (or 30% with optional assignment) |
| 2. Annotated Bibliography (optional) | 30% |
| 3. Final Exam | 45% (or 30% with optional assignment) |
| 4. Class participation (see Additional Behavioral Expectations) | 10% |

Doctoral Level Students

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|---------------------------------|-----|
| 1. Midterm Exam | 35% |
| 2. Scholarly Paper | 45% |
| 3. Doctoral level participation | 20% |

- F. Course and Instructor Evaluation
 NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

- A. Scholastic Expectations
 Please refer to *NCSSS Announcements*, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

Additional Behavioral Requirements: Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others' reactions to one's comments or actions in the classroom
- Use an appropriate level of class time and instructor's time and attention in and out of class

- Behave in a manner that is consistent with the ethical principles of the social work profession.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks. *Engaging in academic dishonesty will result in a grade of F in this course.*

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Class Schedule

Class

Topics and Readings

1

MANY WAYS OF KNOWING

Course overview; “There is nothing so practical as a good theory;” Cyclical model of human behavior; defining theory, practice theory and practice model

Required Readings

Flexner, A. (2001). Is social work a profession? *Research on Social Work Practice, 11*(2), 152-165. [reprinted from the 1915 article]

Gambrill, E. (2001). Social work: An authority-based profession. *Research on Social Work Practice, 11*(2), 166-175.

Spiegler, M., & Guevremont, D. (2003). What is behavior therapy? In *Contemporary behavior therapy* (pp 3-14). Belmont, CA, Thompson/Wadsworth.

Recommended Readings

Beck, A. (1988). The status of cognitive therapy. In *Cognitive therapy and the emotional disorders* (pp. 306-338). New York: Meridian.

Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. *Families in Society, 80*(4), 341-350.

Hartman, A. (1990). Many ways of knowing. *Social Work, 35*(1), 3-4.

2

COGNITIVE AND BEHAVIORAL THEORIES AND THE PERSON-IN-ENVIRONMENT: POSITIVISM AND CONSTRUCTIVISM

Positivist and constructivist paradigms; explanatory and change functions of theories for practice; “What a concept!”

Required Readings

Berlin, S. (1996). Constructivism and the environment: A Cognitive-integrative perspective for social work practice. *Families in Society, 77*(6), 326-335.

Freud, S. (1999). The social construction of normality. *Families in Society, 80*(4), 333-339.

McKee, M. (2003). Excavating our frames of mind: The key to dialogue and collaboration. *Social Work, 48*(3), 401-408.

Recommended Readings

Dobson, K., & Block, L. (2001). Historical and philosophical bases of the cognitive-behavioral therapies. In K. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (pp. 3-39). New York: Guilford.

Guba, E. (1990). The alternative paradigm dialog. In *The paradigm dialog* (pp. 17-30). Newbury Park, CA: Sage.

Lyddon, W. (1995). Cognitive therapy and theories of knowing: A social constructionist view. *Journal of Counseling and Development, 73*, 579-585.

3 **HISTORY AND BASIC TENETS OF BEHAVIORAL/SOCIAL LEARNING THEORY: THE POSITIVIST PARADIGM**

From Pavlov and Skinner to Thyer and Gambrill; Learning theories and developmental theories; “Xeroxing” or taking-in of external reality; the behavioral ABC; strength – learning skills

Required Readings

- Spiegler, M. & Guevremont, D. (2003). Antecedents of contemporary behavior therapy, the behavioral model; and the process of behavioral therapy. In *Contemporary behavior therapy* (pp. 15-74). Belmont, CA: Thompson/Wadsworth.
- *Elliott, W. (1995). B.F. Skinner. In *Tying rocks to clouds: Meetings and conversations with wise and spiritual people* (pp. 52-60). Wheaton, IL: Quest Books.
- Gambrill, E. (2004). Concepts and methods of behavioral treatment. In D. Granvold (Ed.) *Cognitive and behavioral treatment* (pp. 32-62). Pacific Grove, CA: Brooks/Cole Publishing Company.

Recommended Readings

- Gambrill, E. (1995). Behavioral social work: Past, present and future. *Research on Social Work Practice*, 5(4), 460-484.
- Thyer, B., & Wodarski, J. (1990). Social learning theory: Toward a comprehensive conceptual framework for social work education (Note on Social Work Education). *Social Service Review*, 37, 144-152.

4 **HISTORY AND BASIC TENETS OF COGNITIVE THEORY: THE CONSTRUCTIVIST PARADIGM**

From Ellis and Beck to Nurius and Berlin; Constructing external reality; the cognitive ABC; the mediational model; strength – positive schema resources.

Required Readings

- *Beck, A. (1988). Meaning and emotions. In *Cognitive therapy and the emotional disorders* (pp. 47-75). New York: Meridian.
- Beck J. (1995). Introduction and cognitive conceptualization. In *Cognitive therapy: Basics and beyond* (pp.1-24). New York: Guilford.
- *Elliott, W. (1995). Albert Ellis. In *Tying rocks to clouds: Meetings and conversations with wise and spiritual people* (pp. 203-214). Wheaton, IL: Quest Books.

Recommended Readings

- Beck, A. (1988). Tapping the internal communications, Cognitive content of the emotional disorders, Principles of cognitive therapy, and Techniques of cognitive therapy. In *Cognitive therapy and the emotional disorders* (pp. 24-46, 76-101, 213-305) New York: Meridian.

- Dryden, W. & Ellis, A. (2001). Rational emotive behavior therapy. In K. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (pp. 295-348). New York: Guilford.
- Greene, G., Jensen, C., & Harper Jones, D., (1996). A constructivist perspective on clinical social work practice with ethnically diverse clients. *Social Work, 41*(2), 172-180.

5

FROM THEORY TO TECHNIQUE IN BEHAVIORAL TREATMENT

From theory to model; “how to” facilitate change; applying concepts to change as focus; techniques of stimulus and of reinforcement

Required Readings

- Early, B. (1995). Decelerating self stimulating and self injurious behaviors of a student with autism: Behavioral intervention in the classroom. *Social Work in Education, 17*(4), 244-255.
- Spiegler, M., & Guevremont, D. (2003). Stimulus control and reinforcement therapy; deceleration behavior therapy; and token economy, contingency contract, and behavioral child management training. In *Contemporary behavior therapy* (pp. 113-201). Belmont, CA: Thompson/Wadsworth.

Recommended Readings

- Nichols, J., & Early, B. (1996). The Family Partners Credit Card: A token economy system adapted for intensive family preservation services to enable families to manage difficult behavior of adolescents. *Family Preservation Journal, 59-74*.
- Shorkey, C. (2004). Use of behavioral methods with individuals recovering from substance dependence. In D. Granvold (Ed.), *Cognitive and behavioral treatment* (pp. 135-158). Pacific Grove, CA: Brooks/Cole Publishing Company.

6

FROM THEORY TO TECHNIQUE IN COGNITIVE TREATMENT

Cognitive techniques that rely on mediating thoughts; accessing, eliminating, or thinking different thoughts; making meaning.

Required Readings

- Granvold, D. (2004). Concepts and methods of cognitive treatment. In *Cognitive and behavioral treatment* (pp. 3-31). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Granvold, D. (1996). Constructivist psychotherapy. *Families in Society, 77*(6), 345-359.

[This entire issue of Families in Society is on constructivism and is highly recommended]

- Beck J. (1995). Identifying automatic thoughts, Identifying emotions, Evaluating automatic thoughts, and Responding to automatic thoughts. In *Cognitive therapy: Basics and beyond* (pp.75-136). New York: Guilford.

Recommended Readings

Berlin, S. (2002). Explicit and implicit memories. In *Clinical social work practice: A cognitive-integrative perspective* (pp. 70-93). New York: Oxford University Press.

DeRubeis, R., Tang, T., & Beck, A. (2001). Cognitive therapy. In K. Dobson (Ed.), *Handbook of cognitive-behavioral therapy* (pp. 349-392). New York: Guilford.

7

MIDTERM EXAM

8

CONCEPTUALIZING RELATIONSHIP AND ASSESSMENT WITH COGNITIVE AND BEHAVIORAL THEORIES

Schemas that make us who we are and how we relate to others; one self or many selves? The changing self-concept; negative thoughts about self; depression

Required Readings

Beck, J. (1995). Homework. In *Cognitive therapy: Basics and beyond* (pp. 248-268). New York: Guilford.

Nurius, P. (1994). Assessing and changing self-concept: Guidelines from the memory system. *Social Work*, 39(2), 221-229.

Spiegler, M., & Guevremont, D. (2003). Behavioral assessment. In *Contemporary behavior therapy* (pp. 75-110). Belmont, CA, Thompson/Wadsworth.

Recommended Readings

Blankenstein, K., & Segal, Z. (2001). Cognitive assessment: Issues and methods. In K. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (pp. 40-85). New York: Guilford.

9

CONCEPTUALIZING CHANGE IN COGNITIVE-BEHAVIORAL THERAPY

Why do people change? Motivation; What works to help others change? Treatment planning and the beginnings of change; More on depression

Required Readings

Beck, J. (1995). Structure of the first therapy session; Session two and beyond: Structure and format; Problems with structuring the therapy session, and Treatment Planning. In *Cognitive therapy: Basics and beyond* (pp. 25-74, 284-299). New York: Guilford.

Nurius, P., & Berlin, S (2004). Treatment of negative self concept and depression. In D. Granvold (Ed.), *Cognitive and behavioral treatment* (pp. 249-271). Pacific Grove, Ca: Brooks/Cole.

Recommended Readings

Bledsoe, S., & Grote, N. (2006). Treating depression during pregnancy and the postpartum: A preliminary Meta-Analysis. *Research on Social Work Practice, 16*(2), 109-120.

O'Connor, K., Brault, M., Robillard, S. Loiselle, J, Borgeat, F., & Stip, E. (2001). Evaluation of a cognitive-behavioral program for the management of chronic tic and habit disorders. *Behavior Research and Therapy, 39*(6), 667-68.

Roffman, R., Downey, L., Beadness, B., Gordon, J., Craver, J., & Stephens, R. (1997). Cognitive-behavioral group counseling to prevent HIV transmission in gay and bisexual men: Factors contributing to successful risk reduction. *Research on Social Work Practice, 7*(2), 165-186.

10

CONCEPTUALIZING CHANGE IN COGNITIVE-BEHAVIORAL THERAPY – THE INTERNAL ENVIRONMENT

Social work's person in environment perspective; adaptation, assimilation, and accommodation; fundamental change

Required Readings

Abramowitz, J.S., Brigidi, B.D., & Roche, K.R. (2001). Cognitive-behavioral therapy for obsessive-compulsive disorder: a review of the treatment literature. *Research on Social Work Practice, 11*(3), 357-372.

Beck, J. (1995). Identifying and modifying intermediate beliefs, Core beliefs, Additional cognitive and behavioral techniques, and Imagery. In *Cognitive therapy: Basics and beyond* (pp. 137-247). New York: Guilford.

Recommended Readings

Berlin, S. (2002). The fundamentals of personal change. In *Clinical social work practice: A cognitive-integrative perspective* (pp. 175-206). New York: Oxford University Press.

Bradshaw, W. (1997). Evaluating cognitive-behavioral treatment of schizophrenia: Four single-case studies. *Research on Social Work Practice, 7*(94), 419-445.

11

CONCEPTUALIZING CHANGE IN COGNITIVE-BEHAVIORAL THERAPY – THE EXTERNAL ENVIRONMENT

Social work's person-in-environment perspective; change in the environment; antecedents and consequences as factors of environment; anxiety

**** TAKE HOME FINAL HANDED OUT ****

**** ANNOTATED BIBLIOGRAPHY DUE (OPTIONAL) ****

Required Readings

- Spiegler, M., & Guevremont, D. (2003). Brief/graduated exposure therapy, Prolonged/intense exposure therapy. In *Contemporary behavior therapy* (pp. 202-259). Belmont, CA, Thompson/Wadsworth.
- Thyer, B., & Bursinger, P. (2004). Treatment of clients with anxiety disorders. In D. Granvold (Ed.), *Cognitive and behavioral treatment* (pp. 272-284). Pacific Grove, Ca: Brooks/Cole.

Recommended Readings

- Berlin, Sharon (2002). Changing environmental events and conditions, and Changing behaviors. In *Clinical social work practice: A Cognitive-integrative perspective* (pp. 279-349). New York: Oxford University Press.
- Spiegler, M. & Guevremont, D. (2003). Cognitive-behavioral therapy: Coping skills. In *Contemporary behavior therapy* (pp. 342-376). Belmont, CA: Thompson/Wadsworth.

12

THEORY BUILDING: DEVELOPMENTAL THEORIES AND COGNITIVE-BEHAVIORAL THEORY

The problem with children, adolescents, and others who develop as well as learn – integrating developmental changes with learning theories

Required Readings

- Butterfield, W., & Cobb, N. (2004). Cognitive-behavioral treatment of children and adolescents. In D. Granvold (Ed.), *Cognitive and behavioral treatment* (pp. 65-89). Pacific Grove, CA: Brooks/Cole.
- Ronen, Tammie (2007). Cognitive behavior therapy with children and adolescents. In T. Ronen & A. Freeman (Eds), *Cognitive Behavior Therapy in Clinical Social Work Practice*. New York: Springer.

Recommended Readings

- Braswell, L., & Kendall, P. (2001). Cognitive-behavioral therapy with youth. In K. Dobson (Ed.), *Handbook of cognitive-behavioral therapies* (pp. 246-292). New York: Guilford.
- Early, B. (2001). Integrating cognitive-behavioral theory with play therapy: An alternative model. In E. Timberlake, & M. Cutler, *Developmental play therapy in clinical social work* (pp.195-214). Needham Heights, MA: Allyn & Bacon.
- Nichols, J., & Early, B. (1996). The Family Partners credit card: A token economy system adapted for intensive family preservation services to enable families to manage difficult behavior of adolescents. *Family Preservation Journal*, 59-76.

13 **ENDINGS AND LOOKING TO THE FUTURE**

Termination, transfer of skills, and relapse prevention in cognitive-behavioral. What happened to strengths?

**** TAKE HOME FINAL DUE ****

Required Readings

- Beck, J. (1995). Termination and relapse prevention, Problems in therapy, and Progressing as a cognitive therapist. In *Cognitive therapy: Basics and beyond* (pp. 269-283, 300-314). New York: Guilford.
- Granvold, D., & Wodarski, J. (2004). Cognitive and behavioral treatment: Clinical issues, transfer of training, and relapse prevention. In D. Granvold (Ed.), *Cognitive and behavioral treatment* (pp. 353-375). Pacific Grove, CA: Brooks/Cole.

Recommended Readings

- Barth, R. (1985). Beating the blues: Cognitive-behavioral treatment for depression in child-maltreating young mothers. *Clinical Social Work Journal*, 13(4), 317-328.
- Norman, J. (1996). Culturally sensitive implementation of cognitive therapy in treating depression. *Journal of Multicultural Social Work*, 4(2), 75-88.

14 **THEORY BUILDING: SOCIAL WORK'S CONTRIBUTION**

Traditional and contemporary models; Berlin's building of theory; the ethics of competency; Is there countertransference in cognitive-behavioral therapy?

Required Readings

- Myers, L., & Thyer, B. (1997). Should social work clients have the right to effective treatment? *Social Work*, 42(3), 288-298.

Recommended Readings

- Berlin, S. (2002). Cognitive-emotional change. In *Clinical social work practice: A cognitive-integrative perspective* (pp. 350-390). New York: Oxford University Press.
- Greenberg, R. (1993). When the going gets tough in cognitive therapy. In K. Kuehlwein, & H. Rosen, H. (Eds.), *Cognitive therapies in action* (pp. 126-142). San Francisco: Jossey-Bass.
- Spiegler, M., & Guevremont, K. (2003). Contemporary behavior therapy in perspective, Guidelines for choosing a behavior therapist. In *Contemporary behavior therapy* (pp. 446-576). Belmont, CA: Thompson/Wadsworth.

* These readings will only be available on electronic reserve for the week prior to the class.