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

Additional Required Texts – Phd Students


B. Recommended Texts


C. Other Recommended Resources and Media


D. Course Assignments

**Masters Level Students**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>Required, objective, in-class, closed book</td>
<td>Due Class #7</td>
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<tr>
<td></td>
<td></td>
<td>October 14, 2009</td>
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<tr>
<td>Annotated Bibliography</td>
<td>Optional, negotiate with instructor, see handout</td>
<td>Due Class #11</td>
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<td>November 11, 2009</td>
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<tr>
<td>Final Exam</td>
<td>Required, take-home, application to case material</td>
<td>Due Class #13</td>
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<td>December 2, 2009</td>
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**Doctoral Level Students**

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<th>Assignment</th>
<th>Description</th>
<th>Due</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>Required, objective, in-class, closed book</td>
<td>Due Class #7</td>
</tr>
<tr>
<td>Scholarly Paper</td>
<td>Required, critical analysis of a clinical issue via theory (to be individually negotiated with professor)</td>
<td>Due date to be negotiated with professor</td>
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<tr>
<td>Doctoral level participation</td>
<td>Required negotiation with professor re. class attendance, individual meetings with professor, extra readings, scholarly participation</td>
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E. **Grading Policy:** The letter grade for this course will be based on the University Grading System.

**Masters Level Students**

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**

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 proofread 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
1
9/2/09
MANY WAYS OF KNOWING: THEORY FOR A PROFESSION
Course overview; “There is nothing so practical as a good theory;” Positivist and constructivist paradigms for theories of inquiry; defining theory, practice theory and practice model; explanatory and change functions of theories for practice; Is social work a profession?

Required Readings

Recommended Readings

2
HISTORY AND BASIC TENETS OF BEHAVIORAL/SOCIAL LEARNING THEORY: THE POSITIVIST PARADIGM
9/9/09
The bucket theory of the mind. “Xeroxing” or taking-in of external reality - unchanged; the behavioral ABC; Operant and respondent behaviors – operant and respondent conditioning. Focus on explanatory concepts.

Required Readings


**Recommended Readings**


**Required Readings**


**Recommended Readings**


**Recommended Readings**


**Recommended Readings**

5 9/30/09
**FROM THEORY TO TECHNIQUE IN COGNITIVE TREATMENT**
From theory to model; concepts that explain “how to” facilitate change through internally accessing, eliminating, or thinking different mediating thoughts; making meaning. Focus on change concepts

**Required Readings**

**Recommended Readings**

6 10/7/09
**THEORY BUILDING: CONTRIBUTIONS OF SOCIAL WORKERS TO COGNITIVE AND BEHAVIORAL THEORIES AND MODELS**
From Pavlov and Skinner to Thyer and Gambrill; From Ellis and Beck to Nurius and Berlin

**Required Readings**
**Recommended Readings**


*Video of Ellis*

7

***MIDTERM EXAM***

10/14/09

8

**CONCEPTUALIZING ASSESSMENT WITH COGNITIVE AND BEHAVIORAL THEORIES**

10/21/09 Behavioral Analysis and Cognitive Conceptualization. Understanding and assessing depression.

*Video of McKay*

**Required Readings**


**Recommended Readings**


9

**CONCEPTUALIZING CHANGE IN COGNITIVE-BEHAVIORAL**

10/28/09 Why do people change? Motivation; What works to help others change? Treatment planning and the beginnings of change; Cognitive-Behavioral treatment of depression – emphasis on cognitive.

*Video of Judith Beck*

**Required Readings**

Beck, J. (1995). Structure of the first therapy session; Session two and beyond: Structure and format; Problems with structuring the therapy session; &


**Recommended Readings**


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**CONCEPTUALIZING CHANGE IN COGNITIVE-BEHAVIORAL THERAPY – THE INTERNAL ENVIRONMENT**

11/4/09

Social work’s person-in-environment perspective; change in the person; mediating thoughts as factors of person; Cognitive-Behavioral treatment of depression – emphasis on techniques of cognitive theory.

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

*Video of Persons*

**Required Readings**


**Recommended Readings**


CONCEPTUALIZING CHANGE IN COGNITIVE-BEHAVIORAL THERAPY – THE EXTERNAL ENVIRONMENT

11/11/09 Social work’s person-in-environment perspective; change in the environment; antecedents and consequences as factors of environment; Cognitive-Behavioral treatment of anxiety – emphasis on respondent techniques of behavioral theory.

** ANNOTATED BIBLIOGRAPHY DUE (OPTIONAL) **

** Required Readings **


** Recommended Readings **


APPLICATION OF COGNITIVE AND BEHAVIORAL THEORIES TO CHILDREN AND ADOLESCENTS: EXTERNALIZING BEHAVIORS AND YOUNGER CHILDREN

11/18/09 Conceptualizing problems in children and adolescents as internalizing and externalizing behaviors. Emphasis on operant techniques with externalizing behaviors in younger children.

** Required Readings **


Recommended Readings

13 APPLICATION OF COGNITIVE AND BEHAVIORAL THEORIES TO CHILDREN AND ADOLESCENTS: INTERNALIZING BEHAVIORS AND ADOLESCENTS

12/2/09 Conceptualizing problems in children and adolescents as internalizing and externalizing behaviors. Emphasis on adapting cognitive techniques to internalizing behaviors of adolescents.

** TAKE HOME FINAL DUE **

Video of Bernard

Required Readings

Recommended Readings

14 ENDINGS

12/08/09 Termination, transfer of skills, and relapse prevention in cognitive-behavioral. Is there countertransference in cognitive-behavioral therapy? What happened to strengths?

Required Readings

**Recommended Readings**


* readings not available online