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 intervention 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. Course Assignments

**Masters Level Students**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>Required, objective, in-class, closed book</td>
<td><strong>Due Class #7</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feb 23, 2012</td>
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<tr>
<td>Final Exam</td>
<td>Required, take-home, application to case material</td>
<td><strong>Due Class #13</strong></td>
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<td>April 19, 2012</td>
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**Doctoral Level Students**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>Required, objective, in-class, closed book</td>
<td><strong>Due Class #7</strong></td>
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<td></td>
<td>Feb 23, 2012</td>
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<tr>
<td>Scholarly Paper</td>
<td>Required, critical analysis of a clinical issue via theory (to be individually negotiated with professor)</td>
<td><strong>Due date to be negotiated with professor</strong></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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</table>
D. Grading Policy: The letter grade for this course will be based on the University Grading System.

**Masters Level Students**
1. Midterm Exam 45%
2. Final Exam 45%
3. Class participation (see Additional Behavioral Expectations) 10%

**Doctoral Level Students**
1. Midterm Exam 40%
2. Scholarly Paper 50%
3. Doctoral level participation 10%

**DO NOT PUT YOUR NAME ON ANY ASSIGNMENTS. USE YOUR CUA ID NUMBER ONLY!!!!!!!!!!!!!!**

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](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.

B. Additional Behavioral Requirements: Please refer to additional section on professional conduct and classroom expectations.

C. Policies On The Use of Electronic Devices in the Classroom: No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
D. **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.*

E. **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.

F. **Late Papers**
It is expected that students will turn in papers by the due date specified in the syllabus. For each day that the paper is late, a 10% grade reduction will be given. If the paper is due at 9:00 am, a paper turned in at 5:00 pm that same day is still considered late. If you should need an extension, the student *must* discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays).
## Professional Conduct

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, doing assignments, and participating in class activities. The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tegpart.htm).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Participation Criteria</th>
<th>(Carpenter-Aeby, 2001)</th>
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<tbody>
<tr>
<td>0 No effort</td>
<td>No effort, disruptive, disrespectful.</td>
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<tr>
<td>60-70</td>
<td>Present, not disruptive (This means coming in late.)</td>
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<td>Infrequent</td>
<td>Tries to respond when called on but does not offer much.</td>
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<tr>
<td>Effort</td>
<td>Demonstrates very infrequent involvement in class.</td>
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<td>70-80</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show</td>
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<td>Moderate</td>
<td>evidence of trying to interpret or analyze them.</td>
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<tr>
<td>Effort</td>
<td>Offers straightforward information (e.g. straight from the case or reading),</td>
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<td>without elaboration or very infrequently (perhaps once a class).</td>
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<td></td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when</td>
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<td>called on.</td>
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<td></td>
<td>Demonstrates sporadic involvement.</td>
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<tr>
<td>80-90</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through</td>
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<td>Good</td>
<td>implications of them.</td>
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<tr>
<td>Effort</td>
<td>Offers interpretations and analysis of case material (more than just facts) to class.</td>
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<td>Contributes well to discussion in an ongoing way: responds to other students’ points,</td>
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<td>thinks through own points, questions others in a constructive way, offers and supports</td>
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<td>suggestions that may be counter to the majority opinion.</td>
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<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
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<tr>
<td>90-100</td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to</td>
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<tr>
<td>Excellent</td>
<td>readings and other material (e.g., readings, course material, discussions, experiences,</td>
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<tr>
<td>Effort</td>
<td>etc.).</td>
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<td></td>
<td>Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of</td>
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<td></td>
<td>the discussion to develop new approaches that take the class further.</td>
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<td></td>
<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused,</td>
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<td></td>
<td>responds very thoughtfully to other students’ comments, contributes to the cooperative</td>
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<td></td>
<td>argument-building, suggest alternative ways of approaching material and helps class</td>
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<td>analyze which approaches were effective.</td>
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<tr>
<td></td>
<td>Demonstrates ongoing very active involvement.</td>
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<tr>
<td>Total Pts</td>
<td>100 points</td>
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Class Schedule

Class 1
1/12/12

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 1/19/12
HISTORY AND BASIC TENETS OF BEHAVIORAL/SOCIAL LEARNING THEORY: THE POSITIVIST PARADIGM
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**


**3 1/26/12**

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

The motor theory of the mind; Constructing our internal reality; the meditational model; the cognitive ABC; Focus on explanatory concepts

**Required Readings**


**Recommended Readings**


**4 2/2/12**

**FROM THEORY TO TECHNIQUE IN BEHAVIORAL TREATMENT**

From theory to model; concepts that explain “how to” facilitate change through external stimulus and reinforcement. Focus on change concepts

**Required Readings**


Recommended Readings


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


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**


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**Video of Ellis**

7 2/23/12 ***MIDTERM EXAM***

8 3/1/12 **CONCEPTUALIZING ASSESSMENT WITH COGNITIVE AND BEHAVIORAL THEORIES**

Behavioral Analysis and Cognitive Conceptualization. Understanding and assessing depression.

*Video of Judith Beck*

**Required Readings**


**Recommended Readings**


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9 3/15/12 **CONCEPTUALIZING CHANGE IN COGNITIVE-BEHAVIORAL**
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 McKay

Required Readings

Recommended Readings

10 3/22/12 CONCEPTUALIZING CHANGE IN COGNITIVE-BEHAVIORAL THERAPY – THE INTERNAL ENVIRONMENT
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.

Video of Persons

Required Readings

Recommended Readings


**CONCEPTUALIING 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; Cognitive-Behavioral treatment of anxiety – emphasis on respondent techniques of behavioral theory.

**TAKE HOME FINAL HANDED OUT**

**Required Readings**


**Recommended Readings**


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

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 4/19/12**  
**APPLICATION OF COGNITIVE AND BEHAVIORAL THEORIES TO CHILDREN AND ADOLESCENTS: INTERNALIZING BEHAVIORS AND ADOLESCENTS**  
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**


of Young’s schema theory in youth. *Cognitive therapy research, 34*, 316-332.

**14 4/26/12 ENDINGS**

Termination, transfer of skills, and relapse prevention in cognitive-behavioral. Is there countertransference in cognitive-behavioral therapy? What happened to strengths? “It’s all good”: Cognitive and Behavioral theories are not the silver bullet.

**Required Readings**


**Recommended Readings**
