Semester/Year: Summer/Maymester 2015  
Course Title: Seminar in Cognitive-Behavioral Intervention Strategies  
Course Prefix/Number/Section: SOCW 6350-001  
Instructor Name: Donald L. Schuman, PhD, LCSW, LCDC  
Office Number: SWOC Building B, Room 119  
Phone Number:  
Email Address: schumand@uta.edu  
Office Hours: By Appointment  
Day and Time (if applicable): 6:00 p.m. to 9:50 p.m. May 20-June 4, 2015  
Location (Building/Classroom Number): Fort Worth Campus, Room 114  
Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: [https://elearn.uta.edu/webapps/login/](https://elearn.uta.edu/webapps/login/)

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):  
Explores the integration of cognitive-behavioral and constructivist intervention methods in the treatment of various problems and clinical populations. The theoretical bases of cognitivism, behaviorism, and constructivism are identified and current issues in cognitive-behavioral and in constructivist methods are addressed. Assessment and interventions taught in this course are drawn from evidence-based practice knowledge and informed practice wisdom. Client strengths and individual empowerment are emphasized in formulating assessment and intervention strategies. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:  
EPAS core competencies and related advanced practice behaviors addressed in this course:
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
1. Advanced social workers in DPMHSA practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness.
2. Advanced social workers in DPMHSA develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
1. Advanced social workers in DPMHSA implement an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
1. Advanced social workers in DPMHSA evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

Educational Policy 2.1.4—Engage diversity and difference in practice.
1. Advanced social workers in DPMHSA understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
1. Advanced social workers in DPMHSA use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement
1. Advanced social workers in DPMHSA use strategies to establish a sense of safety for a collaborative therapeutic relationship.
2. They know how mental health concerns and mental illness influence the development of the helping relationship.

Educational Policy 2.1.10(b)—Assessment
1. Advanced social workers in DPMHSA will be able to describe the structure of the DSM V and conduct an assessment using the DSM criteria and structure.

Educational Policy 2.1.10(c)—Intervention
1. Advanced social workers in DPMHSA describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective treatments for a variety of disorders: Mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.
2. Advanced social workers in DPMHSA recognize the impact of illness phase-specific and treatment-phase-specific transitions and stressful life events throughout the individual’s and family’s life course; identify issues related to losses, stressors, changes, and transitions over their life cycle in designing theoretically based interventions and treatment.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.
1. Advanced social workers in DPMHSA contribute to the theoretical knowledge base in the area of mental health and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

Upon completion of this course, students will be able to:
1. Enhance critical thinking about the interface among diagnostic evaluation, CBT treatment, mental health policy, developmental issues, human biology/neuroscience, and social work practice at the micro and macro levels, so that students can analyze these interacting aspects of a practice issue, and consider them in making practice decisions. [EPAS 2.1.10 (a-b)].
2. Synthesize current knowledge about the efficacy of cognitive behavioral therapy (CBT) and its intervention/prevention adaptations, so as to be able to read and interpret relevant new scientific information, and so to inform their practice behaviors and understanding of target behavior/social problems and strengths.
3. Distinguish among sources of knowledge to synthesize and apply appropriate evidence needed to do an assessment, make an intervention plan, provide CBT intervention, and monitor and evaluate impact of the intervention for various diversity sub-populations (ethnicity, race, gender, social class, sexual orientation, and disabilities) among mental health services consumers. [EPAS 2.1.4].
4. Critique and propose modifications to an assessment model, intervention plan, treatment adherence system, delivery system, or program which does not utilize appropriate, up-to-date evidence for CBT as its foundation. [EPAS 2.1.10 e]
5. Demonstrate understanding of cognitivism, behaviorism, and constructivism and integration of cognitivism and behaviorism in the development and evaluation of intervention strategies [EPAS 2.1.6, 2.1.10 (c-e)].

C. Required Text(s) and Other Course Materials:

Other required readings as assigned during the semester.

D. Additional Recommended Text(s) and Other Course Materials:


Additional recommended readings will be assigned from professional journal sources and book chapters, as listed in this syllabus bibliography. They will be available via Interlibrary Loan or on the Central Library’s e-databases, or posted to the course’s BlackBoard site.
E. Major Course Assignments & Examinations:

**In Class Discussion Questions:** You will come to class with two written discussion questions per chapter. Questions should be open ended and designed to encourage discussion of key points of the reading material. **Questions are worth 3 points each. 13 Chapters x 3 points each = 39 points**

In Class Discussion: Each class will begin with a discussion of the assigned reading material. Each student should participate in each discussion either by asking or answering a discussion question. Points will be granted for each discussion. **Each Discussion is worth 12 points per chapter read (13 chapters x 12 points = 156)**

Students will be asked to evaluate their own participation using the following scale:

<table>
<thead>
<tr>
<th>Asked ONE Question</th>
<th>= 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered TWO or more Questions (no additional points for answering additional questions)</td>
<td>= 4 points</td>
</tr>
<tr>
<td>Did not Ask or Answer a Question but listened attentively</td>
<td>= 1 point</td>
</tr>
<tr>
<td>Thoroughly Read the Material</td>
<td>= 3 points</td>
</tr>
<tr>
<td><strong>MAX points per discussion</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Practice Opportunity:** You will be divided into triads. You will be given a client role (including outline of incidents and circumstances that arise between sessions), and you will play this role throughout the course. You will play the role of client, you will 'treat' one client role player, and you will observe while the other two triad members role play their sessions. You will be given in-class time to complete the exercise each class period. Your initial session will include a brief biopsychosocial history and development of initial treatment goals. You should keep progress notes of each session, these will be handed in at the end of the course. These can be hand written. Progress notes will summarize the intervention and note ongoing progress toward treatment goals.

**Brief Paper.** Summarize your treatment of your client in class role play. Describe a cognitive behavioral intervention that has sufficient research based evidence for its effectiveness with the client. Include the original presenting problem, significant information from the biopsychosocial, treatment objectives, and outline progress made toward treatment goals. Describe termination and prognosis for ongoing improvement. **Paper is worth up to 35 points**

To avoid plagiarism, please be careful to properly reference materials acquired from other sources. Please refer to the APA (2010) Publication manual and the MSSW Student Handbook for specific guidelines.

**Paper Format**

1. Length: The final document should be 5 double-spaced pages (not including title page or references) in 12 point letter size.
2. References: The document must be thoroughly referenced with the material applied from
course readings and library research.
3. All papers must follow the APA formatting guidelines.
4. No incomplete grades will be given except in the event of personal tragedy or severe illness.
5. If your paper is late, life threatening consequences will occur (loss of points).

Possible outline:

A. Briefly and specifically define the problem.
B. Discuss methods, techniques, and instrument measures of assessment specifically related to this problem.
C. Implementation: Present your intervention plan in clear, concise, and specific terms. Identify empirical support for the procedure(s) (cite specific studies).
D. Evaluation: Discuss methods you propose to incorporate for the evaluation of your intervention, i.e., how do you plan to/did you determine if the intervention is effective?
E. Document your paper extensively (a minimum of 3 references is required. Utilize APA format in text and reference list).

Presentation of material from one assigned chapter of the reading.

Your triad will be assigned one chapter from the text to read that will not be read by the rest of the class. Your group will summarize the important points of the chapter in a 15-20 minute presentation. You may use PowerPoint if you like, but it is not required. Be sure to emphasize what you feel your classmates might find most useful in future practice. Presentation is worth up to 20 points

Exam. The final exam will be a group discussion, demonstrating the class attainment of the course objectives. A group grade plus an individual participation grade will be given. Class Group Grade: up to 50 points/ Individual participation grade up to 20 points

Student Self Evaluation of Participation Up to 15 points

Your grade in this area will be a response to the following: attendance & punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; being prepared to work with your colleagues. Please respect the instructor and your colleagues - turn off ringers on cell phones, pagers, etc., before class begins.

Social Work is a professional field, and social work classes expect professionalism of students. Students are expected to be on time, attend class sessions, complete reading assignments, and be prepared to participate in class discussions.

Attendance and participation are considered crucial aspects of learning course material. Participation in class should reflect an understanding of, or questions about, assigned reading, the integration of
such with personal and professional experiences, and the desire to broaden one’s professional knowledge base. Please become familiar with the NASW Code of Ethics. It establishes the foundation for respect of each other and the evolving perspectives we possess and might share throughout the semester.

F. Grading Policy:

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions from reading</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>Brief Paper</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam participation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>335</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>335</td>
<td>302</td>
</tr>
<tr>
<td>B</td>
<td>301</td>
<td>267</td>
</tr>
<tr>
<td>C</td>
<td>266</td>
<td>233</td>
</tr>
<tr>
<td>D</td>
<td>232</td>
<td>198</td>
</tr>
<tr>
<td>F</td>
<td>197</td>
<td>below</td>
</tr>
</tbody>
</table>

G. Make-Up Exam or Assignment Policy:

n/a

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance policy:

Attendance is not taken in this class. I believe that you are responsible for your own behavior. My experience, however, is that people who do not attend class do not do well on the exams. I encourage you to make this course a great learning opportunity.

I. Course Schedule:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.
J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:

See BSW/MSW Program Manual.

L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page .................... http://www.uta.edu/library
Subject Guides ........................ http://libguides.uta.edu
Subject Librarians ..................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List ........................ http://www-test.uta.edu/library/databases/index.php
Course Reserves ........................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog ........................ http://discover.uta.edu/
E-Journals .............................. http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials ........................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus .... http://libguides.uta.edu/offcampus
Ask a Librarian .......................... http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent building.
hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aaao/faq/).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the **Americans with Disabilities Act (ADA).** All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

R. Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.
UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

S. Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

V. School of Social Work - Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many
definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.” Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment
Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.
Student Self Evaluation of Participation

You will complete a self-evaluation relative to your class attendance, preparation, and participation. This will be turned in on the last class day. Please do not complete prior to this time. Please respond honestly when evaluating yourself.

1. Attendance: It is expected that students attend each class session. In the event that a student is unable to attend a session due to illness, emergency or special circumstances, he or she is expected to notify the instructor. If at all possible, notification should occur prior to the particular class session the student will be missing. Students should arrive to class on time. Arriving and departing early is disruptive to the class. Arriving or departing in excess of one/half hour is considered attendance for one half of the class.

   1) How many session have you been absent? ______
   2) How many sessions did you arrive late for class? ______
   3) How many sessions did you depart early from class? ______

2. Preparation: It is expected that students will complete reading assignments and be sufficiently prepared to discuss readings in class. Students are encouraged to discuss readings with peers, classmates, and instructor. Students are encouraged to consult additional readings and read recommended articles when time allows.

   1) I completed all of the assigned readings prior to each session approximately (check one):
      ____100% of time
      ____99-90% of time
      ____89-80% of time
      ____79-70% of time
      ____less than 70% of time
   2) I felt adequately prepared to discuss the readings at each session (check one)
      ____all of the time
      ____most of the time
      ____some of the time
      ____rarely
      ____never
   3) In order to prepare for class sessions, I typically (check all that apply):
      ____Reread required materials more than once
      ____Read recommended materials
      ____Identify materials: ____________________________
      ____Read supplemental materials other than recommended ones
      ____Identify materials: ____________________________
      ____Read notes from prior class sessions
      ____Made written note of any questions I had

3. Participation: It is expected that students will contribute to the maintenance of a healthy learning environment. It is expected that all course participants (students and instructor) would respect the dignity of one another. It is expected that students actively participate in class discussions and exercises.

   1) I actively participated in classroom discussions (check one):
      ____all of the time
      ____most of the time
      ____some of the time
      ____rarely
      ____never
   Briefly describe your classroom discussion participatory efforts:
2) I was respectful and supportive of the rights of participation of my student peers in the class (check one):
   ______ always
   ______ almost always
   ______ occasionally
   ______ rarely

3) I was respectful and supportive of the rights of participation of the instructor in the class (check one):
   ______ always
   ______ almost always
   ______ occasionally
   ______ rarely

4) I feel I contributed to a healthy classroom learning environment (check one):
   ______ yes
   ______ no

   Briefly provide some key examples that support your response:

   

5) On at least one occasion, I detracted from a healthy classroom learning environment by texting on my phone during class:
   ______ yes
   ______ no

6) On at least one occasion, I detracted from a healthy classroom learning environment by using my computer for something other than that directly related to the class:
   ______ yes
   ______ no

SUMMARY:

1. Attendance: Based upon your responses to this section, enter a number between 0 and 5 as your score for attendance:

   Briefly justify this score:

2. Preparation: Based upon your responses to this section enter a number between 0 and 5 as your score for preparation:

   Briefly justify this score:

3. Participation: Based upon your responses to this section enter a number between 0 and 5 as your score for participation:

   Briefly justify this score:

Enter your total score (add the 3 scores above)_______