

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW 870-LEC010: Assessing & Treating Adults  
Spring 2018**

**Instructor:** Michelle Murray, MSW, LCSW, SUD, CSIT, Adjunct Lecturer  
**Class Time:** Saturdays, 1:30 pm – 3:30 pm  
**Location:** MSC 5235

**Credits:** 2  
**Instructional Mode:** Face-to-Face  
**Canvas Course URL:** <https://canvas.wisc.edu/courses/140270>

**Instructor Office Location:** N/A  
**Hours:** By Appointment  
**Phone:** 608-622-5603 (cell)  
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## **I. Course Description**

This course teaches social workers to recognize selected major mental disorders and to become familiar with social work practice approaches used in treatment of these disorders. **Attributes and Designations:** This course counts toward the 50% graduate coursework requirement. **Requisites:** Advanced Generalist MSW students who have taken, or are exempt from, SW612. **How Credit Hour is Met:** This class meets once per week for a two-hour class of lecture (in one 120-minute session with a break) for the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

## **II. Course Overview**

The focus of this course will be on clinical social work practice with adults who have serious mental health symptoms due to mood disorders, anxiety disorders, OCD, psychosis, and trauma and stressor-related disorders. Cognitive and behavioral theories are the underpinnings of the course. A major emphasis in this course is placed on skill-building in the core techniques of cognitive behavioral therapy. Special attention is given to case conceptualization and a variety of evidence-based psychotherapy models rooted in CBT. We will consider practice from a recovery-based frame that includes culturally competent practice, evidence-based treatment approaches, and consumer empowerment. This is an elective course for Advanced Generalist Specialization students.

## **III. Learning Outcomes: Competency Descriptions and Dimensions**

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

#### **IV. Course Content**

**Class 1 (1/26): Syllabus Review; Course Expectations; Community Building; Introduction to Cognitive Behavioral Therapy (CBT):** Please carefully review the syllabus prior to class and come prepared with questions.

##### Required Reading

Dewane, C.J., Use of Self: A Primer Revisited. *Clinical Social Work Journal*, Winter 2006. Vol. 34, No. 4, pp. 543-557.

Guest Presenter (2:30-3:30 pm): NAMI In Our Own Voice is a personal perspective of mental illness, as presenter(s) with lived experience talk openly about what it's like to live with a mental health condition. It is a chance to ask questions, allow for a deeper understanding of mental health conditions. There are 5 segments to the presentation; dark days, acceptance, treatment, coping skills and success, hopes and dreams.

**Class 2 (2/2): Basic Principles of Cognitive-Behavior Therapy; Therapeutic Relationship:** In Class Skill Development: recognizing automatic thoughts, cognitive errors and schemas

##### Required Readings

Asnaani, A., & Hofmann, S. G. (2012). Collaboration in multicultural therapy: Establishing a strong therapeutic alliance across cultural lines. *Journal of clinical psychology*, 68(2), 187-197.

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapters 1 and 2
- Watch Video Illustrations 1 and 2

**Class 3 (2/9): Interventions to foster self-determination in treatment for individuals affected by serious and persistent mental health**

*Guest Lecture: (1:30-3:30 pm) Jake Schuldies, LCSW, with over 10 years-experience working with individuals affected by serious mental illness in both community and institutional settings.*

**Class 4 (2/16): Cultural Adaptations and Limitations of CBT; Culturally Competent Assessment and Formulation.** In Class Skill Development: CBT case formulation

*Guest Speaker: (1:30-3:30 pm) Becky Redelings, LPC, SUD has worked as a Drug Court Assessor and is currently working as a clinical staff in Journey Mental Health culturally specific program Ujima which services African American individuals and families. This interactive class will start a dialogue on race, background, thought and beliefs and what role they play in assessment and/or formulation of treatment.*

### **Out of Class Practice: Case Formulation Worksheet**

#### Required Readings

Okazaki, S. & Tanaka-Matsumi, J. (2006). Cultural considerations in cognitive-behavioral assessment. In Hays, P. A & Iwamasa, G. Y. (Eds.), (2006). *Culturally responsive cognitive-behavioral therapy: Assessment, Practice and Supervision*. Washington, DC: American Psychological Association.

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapter 3
- Chapter 8 (pages 196-197) Conducting a Life History Review

#### **Choose at least one of the three articles to read:**

- Bhardwaj, M. (2016). Multicultural applications of cognitive behavior therapy: A psychosocial review. *International Journal of Indian Psychology*, 3, 4 (67), 23-28.
- Masuda, A. (2016). Principle-based cultural adaptation of cognitive behavior therapies: A functional and contextual perspective as an example. *Japanese Journal of Behavior Therapy*, 42(1), 11-19.
- Zigarelli, J. C., Jones, J. M., Palomino, C. I. & Kawamura, R. (2016). Culturally responsive cognitive behavioral therapy: Making the case for integrating cultural factors in evidence-based treatment. *Clinical Case Studies*, 15(6), 427-442.

#### Optional Readings and Resources

Hofmann, S. G. (2006). The importance of culture in cognitive and behavioral practice. *Cognitive and Behavioral Practice*, 13, 243-245.

Rathod, S. & Kingdon, D. (2009). Cognitive behavior therapy across cultures. *Psychiatry*, 8(9), 370-371.

**Class 5 (2/23): Structuring and Educating:** In Class Skill Development: agenda setting; goal setting; eliciting and giving feedback; teaching the model; assigning homework

## **Out of Class Practice: Psychoeducation in CBT**

### Required Reading

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapter 4
- Watch Video Illustrations 3 and 4

### Optional Reading

Preparing Deaf and Hearing Persons for CBT

<https://books.google.com/books?hl=en&lr=&id=Y6OuDAAAQBAJ&oi=fnd&pg=PP1&dq=preparing+deaf+and+hearing+persons+with+language+and+learning+challenges+for+CBT&ots=-g1vJpbXCw&sig=NpFqNczQmCz5YELfhhmOg7ITdpg#v=onepage&q&f=true>

## **Class 6 (3/2): Identifying Automatic Thoughts; Cognitive Therapy for Depression:**

In Class Skill Development: eliciting automatic thoughts; naming feelings; differentiating thoughts from feelings; introducing the ABC sheet; thought recording

## **Out of Class Practice: Identifying Automatic Thoughts and The ABC Sheet**

### Required Reading

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapter 5 (pages 93-104)
- Watch Video Illustrations 5, 6, 7 and 8

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders (5th Edition)*. New York, NY: Guilford Press.

- Chapter 7 (pages 303-322) two case studies

**Class 7 (3/9): Modifying Automatic Thoughts; Interventions for People affected by Trauma: Cognitive Processing Therapy:** In Class Skill Development: Socratic questioning, examining the evidence, reattribution, de-catastrophizing, identifying cognitive errors, generating rational alternatives

*Guest Lecturer (2:30-3:30 pm): BJ Nichols, MSSW, LCSW, SUDS, specializes in treating complex trauma and traumatic dissociation in children, adolescents and adults.*

## **Out of Class Practice: Thought Change Record**

### Required Readings

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapter 5, pages 104– 126
- Watch Video Illustrations 9, 10 and 11 (re-watch video 2 if needed)

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders (5th Edition)*. New York, NY: Guilford Press.

- Chapter 2 (*Please note, this case study is about a veteran with an index trauma that involves killing civilians. The case study includes a description of this traumatic experience.*)

### Optional Reading

International Society for the Study of Trauma and Dissociation (2011): *Guidelines for Treating Dissociative Identity Disorder in Adults*, Third Revision, *Journal of Trauma & Dissociation*, 12:2, 115-187

### No Class 3/16

**Class 8 (3/23): Identifying and Modifying Schemas; Cultural and Identity Considerations in Challenging Schemas; Introduction to Eye Movement Desensitization and Reprocessing (EMDR):** In Class Skill Development: downward arrow technique; finding schemas in patterns of automatic thoughts; examining the evidence; listing advantages and disadvantages of schemas; generating alternatives; putting a revised schema into action

### **Out of Class Practice: Examining the Evidence for Schemas Worksheet**

### Required Readings

Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice*, 40(4), 354-360).

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapter 8
- Watch Video Illustrations 20, 21 and 22

**Class 9 (3/30): Behavioral Methods for Improving Mood and Increasing Energy; Behavioral Activation for People with Depression:** In Class Skill Practice: activity monitoring; activity scheduling; behavioral action plan.

### **Out of Class Practice: Weekly Activity Schedule**

### Required Readings

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapter 6, pages 127-139 (stopping at Increasing Mastery and Pleasure)  
Watch Video Illustrations 12, 13, and 14

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.

- Chapter 9

**Class 10 (4/6): Cognitive Therapy for People with Generalized Anxiety; Mindfulness; Trauma Informed Yoga:** In Class Skill Development: mindful observation of self-critical thoughts

### **Out of Class Practice: Mindfulness Exercise**

Guest Speaker: (2:30-3:30 pm) Alena Jensen, LCSW, RYT is a yoga instructor who specializes in adolescent treatment with inpatient Child and Adolescent Psychiatry experience and clinical work in the jail system. Alena works at Open Door Center for Change, providing individual therapy across the life span and is currently training with the Trauma Center in Boston to provide trauma informed yoga.

### Required Readings

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.

- Chapter 5

Van Der Kolk, Bessel (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York, NY: Penguin Group, pages 263-276

Mindful. (2017, December 12). Disrupting systemic whiteness in the mindfulness movement: A Q&A with Dr. Angela Rose Black on the omission of the voices and wisdom of people of color in mindfulness research, teaching and practice. <https://www.mindful.org/disrupting-systemic-whiteness-mindfulness-movement/>

### Optional Video

Living with Anxiety (Documentary) <https://www.youtube.com/watch?v=htxw16KhvKY>

**Class 11 (4/13): Behavioral Methods for Completing Tasks and Solving Problems; Interventions for People with Social Anxiety Disorder; Problem-Solving Therapy.** In Class Skill Development: develop a graded task assignment; behavioral rehearsal; making assertive requests and refusals

### **Out of Class Practice: Graded Task Assignment**

### Required Readings

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Read Chapter 6 (pages 139-157)
- Watch Video Illustration 15

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.

- Chapter 3

### Optional Video

Social Anxiety Documentary: Afraid of People

<https://www.youtube.com/watch?v=gmEJEfy5f50>

**Class 12 (4/20): Behavioral Methods for Reducing Anxiety and Breaking Patterns of Avoidance; Interventions for People with Panic Disorder; Interventions for People with OCD:** In Class Skill Development: teaching about avoidance; breathing retraining; teaching the rationale for exposure; constructing the in vivo hierarchy; imaginal exposure

### **Out of Class Practice: Teaching About Avoidance and Exposure**

#### Required Readings

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Read Chapter 7
- Watch Video Illustrations 16, 17, 18 and 19

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.

- Chapter 1 (prioritize pages 1-4 and 31-48)
- Chapter 4 (prioritize pages 181-198)

**Class 13 (4/27): CBT for Psychosis; working with individual who are diagnosed with Schizophrenia and other psychotic disorders**

### **Out of Class Practice: Article Summary Assignment**

#### Required Readings

Gregory, V. L. (2010). Cognitive-behavioral therapy for schizophrenia: Applications to social work practice. *Social Work in Mental Health*, 8(2), 140-159.

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapter 10 (pages 252-256)

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.

- Chapter 12

**Class 14 (5/4): Cognitive-Behavior Therapy to Reduce Suicide Risk; Grounding and Safe Coping Skills; Course Review and Evaluation:** In Class Skill Development: grounding and safety planning

**Out of Class Practice: review and highlight safe coping skills worksheet**

### **Required Readings**

Austin, A., Craig, S. L., Alessi, E. J. (2016). Affirmative cognitive behavior therapy with transgender and gender nonconforming adults. *Psychiatric Clinics of North America*, 40(1), 141-156.

Joiner, Van Orden, Witte, Rudd (2009). *The Interpersonal Theory of Suicide: Guidance for Working with Suicidal Clients*. American Psychiatric Association Publishing. (pages 3-19)

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

- Chapter 9
- Watch Video Illustration 23

**Article Summary Paper DUE by 11:59 pm on May 4th**

**Self-Assessment of Professional Participation DUE by 11:59 pm on May 4th.**

### **Required Texts**

Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.

Wright, J.H., Brown, G.K., Thase, M.E., and Basco, M.R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Association Publishing.

Texts are available online for purchase. Additional readings will be assigned in advance for specific class topics and will be available on Canvas. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. Some exercise materials will be handed out in class.

## **VI. Evaluation: Assignments, Grading and Methods**

### **Grading Scale & Standards:**

Students' final grade will be based on the following:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, excellent work in all areas
88-93	AB	Outstanding, excellent work in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas; below in others
70-75	C	Below expectations in most areas; not acceptable graduate work
64-69	D	Below expectations in all areas
<64	F	Course failure

### Assignments

<b>Professional Participation</b>	<b>15 points</b>
<b>CBT Case Formulation Worksheet</b>	<b>15 points</b>
<b>The ABC Sheet</b>	<b>10 points</b>
<b>Thought Change Record</b>	<b>10 points</b>
<b>Examining the Evidence for Schemas Worksheet</b>	<b>10 points</b>
<b>Weekly Activity Schedule</b>	<b>10 points</b>
<b>Article Summary</b>	<b>25 points</b>
<b>Safe Coping Skills</b>	<b>5 points</b>
<b>Total</b>	<b>100 points</b>

*In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).*

### Assignments

#### **Professional Participation**

##### **Value: 15 points**

This is a practice course designed for skill development. As such, we will utilize role plays in nearly every class, instructor and/or peer-led. Students are expected to participate in various role plays, at times as the worker and at times as the client. Students are expected to take every role play seriously, put their best foot forward and use the full time provided to engage in the role play. Many role plays will be followed by discussion in which the “worker” will receive feedback from the “client”, an observer and, on occasion, the instructor. Students will be asked to volunteer to be clients in instructor-led roleplays and perhaps the therapist.

Professional participation involves a range of expectations regarding classroom behavior and preparation for class. **Professional behavior is expected from all students.** Professionalism includes being prepared and present in every class. It includes arriving on time. It involves

conducting yourself in a professional manner when interacting with students, the instructor and in written communication, namely email.

Participation is measured by amount and quality. Quality participation includes critical self-reflection, providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (role plays, group discussions) will earn high marks in this area. Please keep in mind that quantity does not equate quality. Each student is encouraged to self-monitor your participation to ensure you are an active member of the classroom, while also allowing opportunity and space for all students to participate.

Participation can be challenging for some students. Please see the instructor EARLY in the semester if you need any assistance in this or any other areas. Difficulties in this area should be viewed as an opportunity for growth and professional development. Assignments and in-class activities are designed to support this.

**Students will complete a brief self-assessment of their professional participation and submit it to Canvas by 11:59pm on May 4<sup>th</sup>.** See Canvas for more information.

### **Out of Class Practice**

This course is structured in the spirit of CBT, which utilizes between session practice (or “homework”) as an essential aspect of the treatment. Students will be asked to complete between class practice nearly every week. Some exercises are graded, while others are not. All graded between class practice assignments will be evaluated based on the following criteria:

1. Full completion of the assignment in a legible manner
2. Successful demonstration of comprehension of the skill
3. Timely submission

### **Practice: CBT Case Formulation Worksheet**

**Due: In class on 2/23**

**Value: 15 points**

Building competence in writing out full case conceptualizations is an important CBT skill. Please complete Exercise 3-1 on page 60 in the Wright text. The Case Formulation Worksheet will be provided by the instructor. Don't worry if you do not have all the information, do the best you can based on what you know about your client. If you do not have a client you are currently working with, use a client from the past.

We will spend time at the start of class 5 reviewing your worksheet and discussing your experience. Worksheets will be turned in to the instructor for grading.

**Practice: Psychoeducation in CBT**

**Due: In class on 3/2**

**No points allotted for this task.**

A strong CBT therapist is skilled in teaching and coaching their clients. The cognitive-behavioral model is the essential building-block for all of CBT. As such, a CBT therapist must be able to clearly explain the cognitive model to someone else. While we may readily grasp the concepts inherent to the CBT model, it can be quite challenging to teach the concepts to someone else, especially someone completely unfamiliar with them. We will learn about and practice teaching the cognitive-behavioral model in class 5.

For this between class practice, please complete learning exercise 4-2 found on page 86 of the Wright text. You are required to teach the CBT model to another human in your life. Pay attention to how smoothly (or not) you are able to explain the connection between events, thoughts, feelings and behaviors. Use an analogy to help illustrate the ideas to your human. Afterwards, gauge their understanding by asking them to explain the CBT model to you.

We will spend time at the start of class 6 to discuss your experience.

**Practice: Identifying Automatic Thoughts and The ABC Sheet**

**Due: In class on 3/9**

**Value: 10 points**

Assisting clients in identifying cognitions is an essential component of CBT. The ABC sheet is perhaps the most widely used tool in CBT to assist clients in “thinking about their thinking”, followed by making the connection between thoughts and feelings. A common challenge for clients when using the ABC sheet is differentiating between thoughts and feelings. A common challenge for clinicians is succinctly plotting a client’s narrative onto the ABC sheet as the client is talking. We will practice identifying automatic thoughts and using the ABC sheet in class 6.

For this between class practice, you are asked to complete Exercise 5-1 found on page 100 in the Wright text **AS WELL AS** an ABC sheet with another human in your life. Ask your human to tell you about a recent situation that led to some negative feelings and plug this into the ABC sheet as they talk.

We will spend time at the start of class 7 reviewing your ABC sheet and discussing your experience. Worksheets will be turned in to the instructor for grading.

**Practice: Thought Change Record**

**Due: In class on 3/23**

**Value: 10 points**

Thought Change Records (TCR) are completed on a regular basis by clients in CBT and provide rich material for discussion in therapy. We will practice the thought change record in class 7.

For this between class practice, you are asked to complete Learning Exercise 5-3 found on page 112 of the Wright text. Copies of the TCR will be provided in class. I recommend you first complete a TCR on yourself, as instructed in the text, followed by completing the TCR with another human in your life.

We will spend time at the start of class 8 reviewing one of your TCR's and discussing your experience. You will need to submit one of your TCR's to the instructor for grading.

**Practice: Examining the Evidence for Schemas Worksheet**

**Due: In class on 3/30**

**Value: 10 points**

For this between class practice, you are asked to complete an Examining the Evidence for Schemas Worksheet. These worksheets will be provided in class. There is not a corresponding exercise in the Wright text for this assignment, however you might find it useful to review Learning 8-5 found on page 206 in the Wright text for examining the evidence for schemas. You may complete the worksheet with a client in mind or use one of your own schemas.

We will spend time at the start of class 9 to review your worksheet and discuss your experience. Worksheets will be submitted to the instructor for grading.

**Practice: Weekly Activity Schedule**

**Due: In class on 4/6**

**Value: 10 points**

For this between class practice, you are asked to complete Learning Exercise 6-1 found on page 144 of the Wright text. Weekly Activity Schedules will be provided in class and you will be monitoring your own activity. The instructions ask you to complete at least 1 day of activity scheduling, but I would like you to **complete at least 2-3 days**.

We will spend time at the start of class 10 reviewing your activity schedule. Worksheets will be submitted to the instructor for grading.

**Practice: Mindfulness Exercise**

**Due: In class on 4/13**

**No points allotted for this task.**

For this between class practice, please review the mindfulness exercises found at: <http://mindfulwaythroughanxiety.com/exercises/> Select one exercise to practice this week.

We will spend time at the start of class 11 to discuss your experience.

**Practice: Graded Task Assignment**

**Due: In class on 4/20**

**No points allotted for this task.**

For this between class practice, students are asked to complete Learning Exercise 6-2 found on pages 148 of the Wright text. You are encouraged to write down how you break down the activity into smaller tasks and behaviors and use activity scheduling to plan the time for executing these behaviors, but you will not be required to submit this to the instructor. You are also encouraged to create a coping card to assist the behavioral rehearsal, but this is also not required for submission.

We will spend time at the start of class 12 to discuss your experience.

**Practice: Teaching About Avoidance and Exposure**

**Due: In class on 4/27**

**No points allotted for this task.**

For this between class practice, students are asked to teach another human in their life about avoidance and the use of exposure for habituation. These concepts will be demonstrated and practiced in class. You are encouraged to complete Learning Exercise 7-3 found on page 184 of the Wright text in which you are asked to practice constructing an in vivo hierarchy and imaginal exposure, but you will not be required to submit the hierarchy to the instructor.

We will spend time at the start of class 13 discussing your experience.

**Practice: Safe Coping Skills**

**Due: In class on 5/4**

**Value: 5 points**

For this between class practice, students will be given copies of the Safe Coping Skills list from the Seeking Safety manual (Najavits, 2001). You are asked to review this list, placing a check next to safe coping in which you are already skilled and using, and a star next to safe coping you would like to try. You are invited to incorporate one new coping skill throughout your week.

We will spend time at the start of class 14 discussing your experience. The instructor will review your Safe Coping Skills sheet to ensure completion, but these will not be turned in to the instructor for grading. You will receive full points if it is evident you completed this activity.

**Article Summary Assignment**

**Due: By 11:59pm on 5/4**

**Value: 25 points**

Cognitive Behavioral Therapy is widely used, has been heavily researched and has been adapted for a range of treatment needs and populations. However, despite the prolific research on this evidence-based practice, there has historically been little to no recognition of the need for special attention to ethnic, racial or other cultural minority groups (Bharwardwaj, 2016). Fortunately, there is a growing body of literature on adapting CBT for minority populations within the past decade. A goal of this course is to increase our awareness of the limitations of CBT with minority populations and the ways CBT has been adapted to serve these communities.

This assignment affords you the opportunity to choose and learn more about the adaptation of CBT to a specific minority population of interest to you by reviewing the existing literature for a culturally informed adaptation of CBT to this population. You will select an article that discusses the adaptation of CBT to a population that may be underserved or poorly served. In an effort to engage in research-informed practice, as well as to disseminate knowledge, students will complete a paper. You will provide a thoughtful and critical discussion of the article and evaluate its findings in a 4-6-page paper.

Your **article summary assignment along with the selected article or hyperlink**, will be submitted to your instructor on Canvas by 11:59pm on May 4<sup>th</sup>.

### Paper Guidelines and Grading Rubric

Length: 4-6 pages

Due: 11:59pm on May 4th

Value: 25

- Introduction (1 point)
- Thorough summary of the article's primary focus, central argument and general conclusions/outcomes, demonstrating a sophisticated grasp of the content and critical thinking (6 points)
- Discussion covering the following but in no particular order:
  - New knowledge and insights you gained as you evaluate the findings (3 points)
  - Critical questions you were left with and comments on areas for further study (3 points)
  - Connections between your article and classroom discussion, required readings and your field experiences, including implications for your practice (5 points)
- Conclusion that weaves the threads of your discussion together and provides closure (3 point)
- Overall writing, paper organization, grammar/spelling (2 points)
- Correct citations and reference list (2 points)

## **VII. Course Policies**

### Classroom Climate:

Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. To learn, we must be open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show

respect for every other member of this class. We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable, and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. I invite you to bring any concerns in this regard to my attention.

### **Student Wellness**

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. **University Health Services (UHS)** can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting [www.uhs.wisc.edu](http://www.uhs.wisc.edu). Help is always available. See the pdf “UW-Madison Mental Health Resources” on Canvas for more information.

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- LGBT Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>

Below are resources for reporting and responding to incidences of bias and hate on campus.

- Report: <https://students.wisc.edu/doso/services/bias-reporting-process>
- Bias Response and Advocacy Coordinator email: [reportbias@wisc.edu](mailto:reportbias@wisc.edu)
- UW-Madison Police Department: [uwpd.wisc.edu](http://uwpd.wisc.edu)
- Office of Equity and Diversity: [www.oed.wisc.edu/](http://www.oed.wisc.edu/)

You may also report incidents in-person to the [Dean of Students Office](#), 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

### **Support for Survivors of Sexual Violence**

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can. However, Chapter 36.11 (22), Wisconsin Statutes, requires “any person employed at [UW-Madison] who witnesses a sexual assault on campus or receives a report from a student enrolled in the institution that the student has been sexually assaulted shall report to the dean of students of the

institution. The dean of students shall compile reports for the purpose of disseminating statistical information.” As a faculty member, I am therefore required to report to the dean of students.

For further information about rights and resources:

<http://uwupd.wisc.edu/content/uploads/2014/12/CSA-Resorces-Handout-Victim-RightsResources-2014-VAWA.Clery .pdf>

### **Out-of-Class Contact with Instructor**

I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet. I am happy to meet students in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop if this is a more comfortable and welcoming space for you.

### **Electronics:**

To minimize disruptions to class, all devices must be turned off during the class period unless the instructor gives instructions to utilize electronic devices for a class activity. If you have an urgent reason for leaving your phone on, please inform the instructor. If there is a medical or other serious need for these devices, please speak to the instructor before class.

### **Accommodation of Student Disability:**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at [mcburney@odos.wisc.edu](mailto:mcburney@odos.wisc.edu); Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); 702 W. Johnson St., #2104, Madison, WI. I will work directly with you and in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. If you require accommodations to obtain equal access to this class or to any assignments, please contact me as soon as possible.

### **Attendance Policy:**

Students are expected to attend all scheduled classes and to arrive on time.

- ***Promptness***

Prompt arrival to all classes is required. Repeated tardiness will impact your grade. **If you are frequently late (more than twice), I will deduct points from your professional**

**participation grade.** I will consider a late arrival or early departure of more than 20 minutes an absence.

- ***Absence***

If you must miss class, please inform me via email in advance. Students are responsible for completing any class requirements for the day missed, and for **obtaining from a fellow classmate** (versus the instructor) any assignments, materials, and communications missed due to absence, late arrival, or early departure. Students who are absent three or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Three or more absences may lead to a student receiving a failing grade.

- ***Religious Holidays***

I recognize students' choices to observe religious holidays that occur during periods when classes are scheduled. Please bring the need to miss class for religious observance to my attention.

### **Canvas**

All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

### **Late Assignments**

Assignments are due on the date specified by 11:59pm. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date. If a student a) communicates with the instructor at least 48 hours *prior* to the due date, b) provides the instructor with a reasonable justification for an extension, and c) they come to an agreement about a revised deadline, the assignment handed in by the new date will be considered "on time." Unapproved late assignments will be marked down 1 point *for each day the assignment is late*.

### **Written Assignments**

1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper).
3. Students must format assignments using **one-inch margins, double-spacing, and a Times New Roman 12-point font.**
4. You must use correct APA format for citations. Consult the UW writing center's guide for APA formatting (<http://writing.wisc.edu/Handbook/DocAPA.html>).
5. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you must use peer-reviewed journals. **Websites may be used but cannot be the only form of reference.** For example, if an assignment requires three references and two of the three references are websites, points will be deducted.

6. Papers should be placed in Canvas by 11:59pm of the due date. It is your responsibility to be sure your paper has been downloaded properly. I will adhere to the policy on late assignments if an assignment is not received in Canvas by the time it is due.

### **Criteria for Assignments**

Specific attention should be given to organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6. Has **depth**, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.

### **Appealing a Grade**

Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing via email to the instructor. Your reasons for your appeal should include a discussion of (1) the extent to which you responded to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. Students wishing to appeal a grade must email me with the information requested no later than two weeks after the assignment has been returned to students.

### **Code of Ethics, Student Rights and Responsibilities & Plagiarism**

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

### **Grade Appeals/Grievance Policy**

The process for appeal a final grade is set forth in the School of Social Work's Student Rights and Responsibilities Handbook.

<http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf>

### Appendix A

<b>Advanced Practice Year</b> <u>CSWE Competency Addressed in Course</u>	<u>Course Content</u>	<u>Location in the syllabus</u>
<b>2.1.2 Engage Diversity and Difference in Practice</b> Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the	Lecture, readings, small and large group discussion related to (K, S, V, C & A): <ul style="list-style-type: none"> <li>• Collaboration in multicultural therapy</li> </ul>	Week 3 and 4

<p>human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<ul style="list-style-type: none"> <li>• Cultural adaptations of CBT</li> <li>• Culturally competent assessment and formulation</li> <li>• Cultural and identity considerations in challenging schemas</li> <li>• Disrupting systemic whiteness in the mindfulness movement</li> <li>• Affirmative cognitive behavior therapy with transgender and gender nonconforming adults</li> </ul> <p>Article Summary Assignment (K, V, S)</p>	<p>Weeks 4 and 14 Week 4 Week 8 Week 10 Week 14 Page 14</p>
<p><b>2.1.4: Engage in Practice-informed Research and Research-informed Practice</b> Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice</p>	<p>Article Summary Assignment (K, V, S)</p>	<p>Page 14</p>
<p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</b> Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and</p>	<p>Lecture, readings, small and large group discussion, in-class role plays, and between-class practice related to (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>• The therapeutic relationship</li> <li>• Agenda and goal setting</li> <li>• Eliciting and giving feedback</li> </ul>	<p>Weeks 3 and 4 Week 5 Week 5</p>

constituencies to advance practice effectiveness		
<p><b>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</b> Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Lecture, readings, small and large group discussion, in-class role-plays and between-class practice related to (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>• Culturally competent assessment and formulation</li> <li>• Practice: CBT case formulation worksheet</li> </ul>	<p>Week 4 Page 11</p>
<p><b>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities</b> Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Lecture, readings, small and large group discussion, in-class role-plays and between-class practice related to (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>• Basic Principles of CBT</li> <li>• Structuring and Educating</li> <li>• Practice: Psychoeducation in CBT</li> <li>• Identifying automatic thoughts</li> <li>• Cognitive therapy for depression</li> <li>• Practice: The ABC sheet</li> <li>• Modifying automatic thoughts</li> <li>• Interventions for people with PTSD</li> <li>• Practice: Thought change record</li> <li>• Identifying and modifying schemas</li> <li>• Practice: Examining the evidence for schemas worksheet</li> <li>• Behavioral methods for improving mood and increasing energy</li> <li>• Behavioral activation for people with depression</li> <li>• Practice: Weekly activity schedule</li> <li>• Cognitive therapy for people with generalized anxiety</li> <li>• Mindfulness</li> <li>• Behavioral methods for completing tasks and solving problems</li> <li>• Interventions for people with</li> </ul>	<p>Week 3 Week 5 Page 11 Week 6 Week 6 Page 11 Week 7 Week 7, 14 Page 11 Week 8 Page 12 Week 9 Week 9 Page 12 Week 10 Week 10 Week 11 Week 11</p>

	<p>social anxiety disorder</p> <ul style="list-style-type: none"> <li>• Problem-solving therapy</li> <li>• Practice: Graded task assignment</li> <li>• Behavioral methods for reducing anxiety and breaking patterns of avoidance</li> <li>• Interventions for people with panic disorder</li> <li>• Interventions for people with OCD</li> <li>• Practice: Teaching about avoidance and exposure</li> <li>• CBT for schizophrenia</li> <li>• CBT to reduce suicide risk</li> <li>• Grounding and safe coping skills</li> </ul>	<p>Week 11 Page 13 Week 12</p> <p>Week 12</p> <p>Week 12</p> <p>Page 13</p> <p>Week 13 Week 14 Week 14 and page 13</p>
<p><b>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b> Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Students will engage in the evaluation of their skills and abilities through giving and receiving feedback from peers and the instructor during in-class skill practice and role-plays, and small and large group discussion of their between-class practices (K, S, V, C &amp; A).</p> <p>Article summary assignment (K, V, S)</p>	<p>Weeks 4-13 Pages 10-13</p> <p>Page 13</p>