

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW 870-001: Assessing & Treating Adults  
Spring 2018**

**Instructor:** Angela Willits, MSW, LCSW, Clinical Assistant Professor  
**Class Time:** Thursdays, 10:00am – 12:00pm  
**Location:** Social Work Room 110  
**Credits:** 2  
**Instructional Mode:** Face-to-Face  
**Canvas Course URL:** <https://canvas.wisc.edu/courses/140266>

**Instructor Office Location:** Social Work Room 305  
**Office Hours:** By Appointment  
**Phone:** 608-692-0132 (cell)  
**Email:** [awillits@wisc.edu](mailto:awillits@wisc.edu)

## **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.

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**Requisites:** Advanced Generalist MSW students who have taken, or are exempt from, SW612

**How Credit Hour is Met:** This class meets for two fifty-minute class periods of lecture (in one 115 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 (1/22): Syllabus Review and Course Expectations; Community Building; Introduction to CBT**

Please carefully review the syllabus prior to class and come prepared with questions.

#### **Class 2 (1/29): Basic Principles of Cognitive-Behavior Therapy; The Therapeutic Relationship**

#### **In-Class Skill Practice: Recognizing automatic thoughts, cognitive errors and schemas**

- 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 (2/5): Cultural Adaptations of CBT; Limitations of CBT; Culturally Competent Assessment and Formulation**

#### **In-Class Skill Practice: CBT Case Formulation**

#### **Between Class Assignment Due 2/12: Case Formulation Worksheet**

- 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
- 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.
- *I recommend you read this last:*  
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.
- [Optional]  
Hofmann, S. G. (2006). The importance of culture in cognitive and behavioral practice. *Cognitive and Behavioral Practice*, 13, 243-245.
- [Optional]  
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.
- [Optional]  
Rathod, S. & Kingdon, D. (2009). Cognitive behavior therapy across cultures. *Psychiatry*, 8(9), 370-371.

### **Class 4 (2/12): Structuring and Educating**

#### **In-Class Skill Practice: Agenda setting; Goal setting; Eliciting and giving feedback; Teaching the CBT model to the client; Assigning homework**

#### **Between Class Practice: Psychoeducation in CBT**

- 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]  
*Glickman, N. S. (2017). Preparing deaf and hearing persons for CBT: A pre-therapy workbook.* New York, NY: Routledge. Retrieved from:  
<https://books.google.com/books?hl=en&lr=&id=Y6OuDAAQBAJ&oi=fnd&pg=PP1&dq=preparing+deaf+and+hearing+persons+with+language+and+learning+challenges+for+CBT&ots=g1vJpbXCw&sig=NpFqNczQmCz5YELfhhOg7ITdpg#v=onepage&q&f=true>

### **Class 5 (2/19): Identifying Automatic Thoughts; Cognitive Therapy for Depression**

#### **Discussion of population for article summary assignment in class!**

**In-Class Skill Practice: Eliciting automatic thoughts; Naming feelings; Differentiating thoughts from feelings; Introducing the ABC sheet; Thought recording**

**Between Class Assignment: Identifying Automatic Thoughts and The ABC Sheet (due in class on 2/26)**

- 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, and 7
  
- Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.
  - Chapter 7 – Skim up to page 302 and read the Case Study of Denise beginning on page 303

### **Class 6 (2/26): Modifying Automatic Thoughts; Interventions for People with PTSD: Cognitive Processing Therapy**

**In-Class Skill Practice: Socratic Questioning; Examining the Evidence; Reattribution; Decatastrophizing; Identifying Cognitive Errors; Generating Rational Alternatives**

**Between Class Assignment: Thought Change Record (due in class on 3/5)**

- 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 8, 9, and 10 (can re-watch 2)
- 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]  
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

### **Class 7 (3/5): Identifying and Modifying Schemas; Cultural and Identity Considerations in Challenging Schemas**

**In-Class Skill Practice: 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**

**Between Class Assignment: Examining the Evidence for Schemas Worksheet (due in class on 3/12)**

- 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 8 (3/12): 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;**

**Between Class Assignment: Weekly Activity Schedule (Due in class on 3/26)**

- 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 and 13
- Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.
  - Chapter 9

**No class 3/19! Enjoy your spring break!**

### **Class 9 (3/26): Cognitive Therapy for People with Generalized Anxiety; Mindfulness**

#### **In-Class Skill Practice: Mindful Observation of Self-Critical Thoughts**

<http://mindfulwaythroughanxiety.com/exercises/>

#### **Between Class Practice: Mindfulness Exercise**

- Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.
  - Chapter 5
- 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] If you have an interest in mindfulness, I recommend you check out this link to the journal *Transcultural Psychiatry*, volume 52, issue 4 from August 2015. This issue focuses on mindfulness in a cultural context. [http://journals.sagepub.com/toc/tpse/52/4?utm\\_source=Adestra&utm\\_medium=email&utm\\_content=8J0075&utm\\_campaign=not+tracked&utm\\_term=](http://journals.sagepub.com/toc/tpse/52/4?utm_source=Adestra&utm_medium=email&utm_content=8J0075&utm_campaign=not+tracked&utm_term=)
- [Optional] Chris – Living with Anxiety (Documentary)
  - <https://www.youtube.com/watch?v=htxw16KhvkY>

### **Class 10 (4/2): Behavioral Methods for Completing Tasks and Solving Problems; Interventions for People with Social Anxiety Disorder; Problem-Solving Therapy**

**Guest Speaker: Kathy Hodgkins, MSW, LCSW**

**In-Class Skill Practice: Developing a graded task assignment; Behavioral rehearsal; Making assertive requests and refusals**

**Between Class Practice: Graded Task Assignment**

- 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]  
Social Anxiety Documentary: Afraid of People
  - <https://www.youtube.com/watch?v=gmEJEfy5f50>

**Class 11 (4/9): Behavioral Methods for Reducing Anxiety and Breaking Patterns of Avoidance; Interventions for People with Panic Disorder; Interventions for People with OCD;**

**In-Class Skill Practice: Teaching about avoidance; Breathing retraining; Teaching the rationale for exposure; Constructing the In Vivo Hierarchy; Imaginal exposure**

**Between Class Practice: Teaching About Avoidance and Exposure**

- 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 reading pages 1-4 and 31-48
  - Chapter 4, prioritize pages 181-198
- [Optional]  
Panic Disorder – Panic Attacks Documentary Full Length
  - <https://www.youtube.com/watch?v=XMuGON6XOqA>

- [Optional]  
OCD: The War Inside
  - <https://www.youtube.com/watch?v=bKiu1IZcEF0>

**Class 12 (4/16): CBT for Psychosis**

**Guest Speaker: Peggy Sleeper, MSW, LCSW**

- Gregory, V. L. (2010). Cognitive-behavioral therapy for schizophrenia: Applications to social work practice. *Social Work in Mental Health*, 8(2), 140-159.
- Sivec, H. J. & Motesano, V. L. (2013). Clinical process examples of cognitive behavioral therapy for psychosis. *Psychotherapy*, 50(3), 458-463.
- Barlow, D. H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th Edition). New York, NY: Guilford Press.
  - Chapter 12

**Class 13 (4/23): Cognitive-Behavior Therapy to Reduce Suicide Risk; Grounding and Safe Coping Skills**

**In-Class Skill Practice: Grounding; Safety Planning**

**Between Class Assignment: Safe Coping Skills List; Prepare for “Jigsaw” discussion on 4/30**

- 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.
- 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
- Najavits, L. (2001). *Seeking Safety: A Treatment Manual for PTSD and Substance Abuse*. Guilford Press
  - Pages 125-131

**Class 14 (4/30): Adaptations of CBT to Marginalized and Minority Populations; Course Review and Evaluation**

**In-Class Activity: “Jigsaw” Discussion** – bring your article to class

**Article Summary Due 5/5 by 11:59pm**

**Self-Assessment of Professional Participation due 5/6 by 11:59pm**

## **V. Texts and Reading Materials for the course**

### **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:

| <b>Points</b> | <b>Grade</b> | <b>What the point totals &amp; subsequent grade generally indicate</b> |
|---------------|--------------|--|
| 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>  |

**Total**

**100 points**

*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 may be asked to volunteer to demonstrate skills in front of the class as the therapist, as well as be clients in instructor-led roleplays.

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. 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. 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.

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 6th.** See Canvas for more information.

### **Between Class Assignments and 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 assignments or practice nearly every week. Between class assignments are graded, while between class practices are not. All graded between class 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

### **Assignment: CBT Case Formulation Worksheet**

**Due: In class on 2/12**

**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 can be found on Canvas in the “CBT Worksheets Editable Word Documents”. 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.

Please print off your completed worksheet and bring it to class on 2/12. We will spend time in small groups at the start of class reviewing your worksheet and discussing your experience. Worksheets will be turned in to the instructor in class for grading.

### **Practice: Psychoeducation in CBT**

**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 4.

For this between class practice, please complete 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 in small groups at the start of class 5 discussing your experience.

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

**Completed ABC Sheet Due: In class on 2/26**

**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 5.

For this between class assignment, you are asked to complete Exercise 5-1 found on page 103 in the Wright text **AS WELL AS** an create ABC sheet with another human in your life (you can do this on a blank sheet of paper by creating three columns). 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.

Please bring your completed ABC sheet to class 6. We will spend time in small groups at the start of class 6 reviewing the ABC sheet you created and discussing your experience. ABC sheets will be turned in to the instructor for grading.

**Assignment: Thought Change Record**

**Due: In class on 3/5**

**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 completing the thought change record in class 6.

For this between class assignment, you are asked to complete Exercise 5-3 found on page 112 of the Wright text. The TCR can be found on Canvas in the “CBT Worksheets Editable Word Documents”. 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.

Please print off and bring your completed TCRs to class on 3/5. We will spend time in small groups at the start of class 7 reviewing one of your TCRs and discussing your experience. You will need to submit one of your TCR’s to the instructor in class for grading.

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

**Due: In class on 3/12**

**Value: 10 points**

For this between class assignment, you are asked to complete an Examining the Evidence for Schemas Worksheet. This worksheet can be found on Canvas in the “CBT Worksheets Editable Word Documents”. There is not a corresponding exercise in the Wright text for this assignment, however you might find it useful to review Exercise 5-4 found on page 117 in the Wright text for examining the evidence for automatic thoughts. The process for examining schemas is quite

similar. You may complete the worksheet with a client in mind, or using one of your own schemas.

Please print off and bring this completed sheet to class on 3/12. We will spend time in small groups at the start of class reviewing your worksheet. Worksheets will be submitted to the instructor for grading.

**Assignment: Weekly Activity Schedule**

**Due: In class on 3/26**

**Value: 10 points**

For this between class assignment, you are asked to complete Exercise 6-1 found on page 144 of the Wright text. The Weekly Activity Schedule worksheet can be found on Canvas in the “CBT Worksheets Editable Word Documents”. To complete this worksheet, 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 3-4 days**.

Please print off and bring this worksheet to class on 3/26. We will spend time in small groups at the start of class reviewing your activity schedule. Worksheets will be submitted to the instructor for grading.

**Practice: Mindfulness Exercise**

**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 in small groups at the start of class 10 discussing your experience.

**Practice: Graded Task Assignment**

**No points allotted for this task.**

For this between class practice, students are asked to complete Exercise 6-2 found on page 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 in small groups at the start of class 11 discussing your experience.

**Practice: Teaching About Avoidance and Exposure**  
**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 first be demonstrated and practiced in class. You are encouraged to complete 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 briefly check in at the start of class 12 on your experience.

**Practice: Safe Coping Skills**  
**Due: In class on 4/3**  
**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 into your week.

We will spend time in small groups 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**  
**“Jigsaw” Discussion Activity: 4/30**  
**Paper Due: 5/5 by 11:59pm**  
**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 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 learn more about the adaptation of CBT to a specific minority population that may be underserved and/or in need of culturally adapted CBT. You are strongly encouraged to **first review the existing literature** for culturally informed adaptations of CBT to help you select your population. We will discuss populations of interest for this assignment in class 5 to organize you into groups of four or five with the same population of interest. Outside of class, your small group will share articles with one another and select the article your group will use for this assignment.

In an effort to engage in research-informed practice, as well as to share knowledge, students will engage in an in-class discussion activity, known as “Jigsaw” in the final class. To prepare for the Jigsaw discussion, you must read your group’s article and identify key points prior to the final class. Bring your article to class in hard copy or digital form to use during the Jigsaw discussion. Additional directions for this activity will be provided in class.

Students are also required to complete an academic paper for this assignment. In the paper, you will provide a summary of your article along with a broader discussion of adapting CBT to your chosen population. You are expected to integrate other sources, besides your article, into your discussion. These might be other sources on CBT, or other concepts presented in your article that you might choose to explore further. Demonstrate that you have done a bit of digging to fully understand the concepts in the article, not just what the article itself presents.

Your paper will be submitted to the instructor on Canvas and is due by 11:59pm on Monday, May 6th.

#### Paper Guidelines and Grading Rubric

Length: 4-7 pages

Due: 11:59pm on May 5th

Value: 25 points

- 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)
- Integration of other sources into the discussion, expanding on ideas presented in the main article to demonstrate depth of understanding (5 points)
- Discussion covering the following but in no particular order:
  - New knowledge and insights you gained as you evaluate the findings (2 points)
  - Critical questions you were left with and comments on areas for further study (2 points)
  - Connections between your article and classroom discussion, required readings and your field experiences, including implications for your practice (4 points)
- Conclusion that weaves the threads of your discussion together and provides closure (1 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. I am firmly committed to diversity and inclusivity and work to create a classroom environment

where everyone feels supported, valued and welcome. Meeting our learning objectives requires that we all work actively 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, curious and respectful. 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.

We will establish class norms and share the task of upholding these norms to promote learning. If I or others in class act in ways that compromise the classroom learning environment for you, I invite you to bring any concerns in this regard to my attention.

Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

### **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, homophobia, transphobia, 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/>
- Gender and Sexuality 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://uwpd.wisc.edu/content/uploads/2014/12/CSA-Resorces-Handout-Victim-RightsResources-2014-VAWA.Clery\\_.pdf](http://uwpd.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 process 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 copy of their Verified Individualized Services and Accommodation (VISA) 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 two 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 and time specified. 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, unless otherwise indicated. 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><br><u>CSWE Competency Addressed in Course</u>   | <u>Course Content</u>   | <u>Location in the syllabus</u>   |
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| <p><b>2.1.2 Engage Diversity and Difference in Practice</b><br/>           Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the 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> | <p>Lecture, readings, small and large group discussion related to (K, S, V, C &amp; A):</p> <ul style="list-style-type: none"> <li>• Collaboration in multicultural therapy</li> <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>Week 2</p> <p>Weeks 3 and 14</p> <p>Week 3</p> <p>Week 7</p> <p>Week 9</p> <p>Week 13</p> <p>Pages 14-15</p> |
| <p><b>2.1.4: Engage in Practice-informed Research and Research-informed Practice</b><br/>           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>Pages 14-15</p>  |
| <p><b>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</b><br/>           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</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> </ul>   | <p>Weeks 2 and 4</p> <p>Week 4</p>  |

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| <p>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 constituencies to advance practice effectiveness</p>  | <ul style="list-style-type: none"> <li>Eliciting and giving feedback</li> </ul>  | <p>Week 4</p>  |
| <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>Assignment: CBT case formulation worksheet</li> </ul>  | <p>Week 3<br/>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>Assignment: The ABC sheet</li> <li>Modifying automatic thoughts</li> <li>Interventions for people with PTSD</li> <li>Assignment: Thought change record</li> <li>Identifying and modifying schemas</li> <li>Assignment: Examining the evidence for schemas worksheet</li> <li>Behavioral methods for improving mood and increasing energy</li> </ul> | <p>Week 2<br/>Week 4<br/>Page 11<br/>Week 5<br/>Week 5<br/>Page 12<br/>Week 6<br/>Week 6<br/>Page 12<br/>Week 7<br/>Page 12<br/>Week 8</p> |

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|   | <ul style="list-style-type: none"> <li>• Behavioral activation for people with depression</li> <li>• Assignment: 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 social anxiety disorder</li> <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 8<br/>Page 13</p> <p>Week 9<br/>Week 9</p> <p>Week 10</p> <p>Week 10</p> <p>Week 10<br/>Page 13<br/>Week 11</p> <p>Week 11</p> <p>Week 11</p> <p>Page 14</p> <p>Week 12<br/>Week 13<br/>Week 13 and page 14</p> |
| <p><b>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b><br/>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<br/>Pages 11-14</p> <p>Pages 14-15</p>  |