



SW 790-015: Advanced Topics in Interpersonal Practice, CBT for Depressive Disorders

Instructor: Lindsay A. Bornheimer, PhD, LCSW
Course #/term: SW790 Section 015, Sp/Su 2020
Time and place: 5/22/20 and 5/29/20 from 9:00 AM to 5:00 pm
(note: this is all virtual, see 'live class' hours below in schedule)
Credit hours: 1
Pronouns: She, her, hers
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Office hours: By Zoom; please email to arrange

1. Course Statement

a. Course description

This course will focus on the cognitive-behavioral treatment of depression. The course will begin with a review of the nature and diagnosis of depressive disorders. The course will focus on cognitive (e.g. cognitive restructuring) and behavioral (e.g. behavioral activation) techniques. Several case examples will be utilized, and students will engage in role-play and detailed class discussion focused on these techniques. Emphasis will be given to practical application of therapy techniques. The course will also include discussions of intersectionality in relation to CBT practice and strategies for enhancing adherence to behavioral homework assignments.

b. Learning goals

- Describe the nature of depressive disorders.
- Describe the prevalence and impact of depression.
- Describe a basic approach to CBT for depression.
- Describe the role of behavioral activation in CBT for depression.
- Formulate examples of behavioral activation in CBT for depression.
- Demonstrate emerging behavioral activation skills in role play experiences.
- Describe the role of cognitive restructuring in CBT for depression.
- Formulate examples of cognitive restructuring in CBT for depression.
- Demonstrate emerging cognitive restructuring skills in role play experiences.

- Explain the relationship between behavioral activation and cognitive restructuring in CBT for depression.
- Demonstrate emerging skills in combining behavioral activation and cognitive restructuring in CBT for depression via role play and case demonstrations.
- Describe the role of maladaptive schema in the CBT treatment of depression.
- Demonstrate emerging skills in addressing maladaptive schema in the CBT treatment of depression.
- Describe the application of CBT for depression in underserved groups
- Describe treatment research related to CBT and its effectiveness.
- Demonstrate integrated knowledge of behavioral activation, cognitive restructuring and modifying maladaptive schema in the form of a written response to a case example.

c. Course design

Class format will include asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts) and synchronous (live lectures and discussion groups) activities.

2. Class Requirements

To fully engage in the course and develop skills in CBT practice for depressive disorders, it is expected that students will complete all required readings (will be referenced during class lectures and discussions and are listed in CAVAS).

a. Books and Class Materials

All required readings will be provided in CANVAS.

Recommended Books for Purchase if Interested in Practicing CBT for Depression (not required for course):

- Beck, J. S., & Beck, A. T. (2011). Cognitive behavior therapy. New York: Basics and beyond. Guilford Publication.
- Knaus, W. J. (2012). The cognitive behavioral workbook for depression: A step-by-step program. New Harbinger Publications.

Required readings (timing and access will be available in CANVAS)

- Hawley, L. L., Padesky, C. A., Hollon, S. D., Mancuso, E., Laposa, J. M., Brozina, K., & Segal, Z. V. (2017). Cognitive-behavioral therapy for depression using mind over mood: CBT skill use and differential symptom alleviation. *Behavior therapy*, 48(1), 29-44.
- Griner, D., & Smith, T.B. (2006). Culturally adapted mental health interventions: A meta-analytic review. *Psychotherapy: Theory, Research, Practice, Training*, 43, 531-548.
- López-López, J. A., Davies, S. R., Caldwell, D. M., Churchill, R., Peters, T. J., Tallon, D., ... & Lewis, G. (2019). The process and delivery of CBT for depression in adults: a systematic review and network meta-analysis. *Psychological medicine*, 49(12), 1937-1947.
- Miranda, J., Green, B.L., Krupnick, J.L., Chung, J., Siddique, J., Belin, T., Revicki, D. (2006). One year outcomes of a randomized clinical trial treating depression in low-income minority women. *Journal of Consulting and Clinical Psychiatry*, 74, 99-111.
- Pachankis, J.E., Hatzenbuehler, M.L., Rendina, H.J., Safren, S.A., & Parsons, J.T. (2015). LGB-affirming cognitive-behavioral therapy for young adult gay and bisexual men: A randomized controlled trial of a transdiagnostic minority stress approach. *Journal of Counseling and Clinical Psychology*, 83, 875-889.
- Siddique, J., Chung, J.Y., Brown, C.H., & Miranda, J. (2012). Comparative effectiveness of
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• medication versus cognitive-behavioral therapy in a randomized controlled trial of low income young minority women with depression. *Journal of Counseling and Clinical Psychology*, 80, 995-1006.
- Vally, Z., & Maggott, C. (2015). Evaluating the outcome of cultural adaptation of cognitive-behavioral therapy for adult depression: A meta-analysis of treatment studies in developing countries. *International Journal of Advanced Counselling*, 37, 283-304.
- Wojnarowski, C., Firth, N., Finegan, M., & Delgadillo, J. (2019) Predictors of depression relapse and recurrence after cognitive behavioural therapy: a systematic review and meta-analysis. *Behavioral and Cognitive Psychotherapy*, 47, 514-529.

b. Class Schedule

Synchronous items involve live class via zoom and asynchronous items involve work on your own time (does not have to be during the times listed). Content from class 1 will be a foundation for class 2, so ideally all class 1 (day 1) activities will be complete by the start of class 2 (day 2).

Live class times are as follows:

Friday May 22: 1 pm to 4 pm EST via Zoom (link will be provided in CANVAS)

Friday May 29: 2 pm to 4:30 pm EST via Zoom (link will be provided in CANVAS)

Agenda of 2-day class (greater detail are in the “detailed agenda” in CANVAS):

Day/Class	Topics	Modality
Day/Class 1 (May 22)	<ul style="list-style-type: none"> • Depressive disorders overview • Depressive disorders prevalence and impact • Introduction to CBT: Efficacy with depressive disorders • Introduction to CBT: Theory • Introduction to CBT: Model • Case conceptualization • Case conceptualization and treatment planning (live) • Practice case conceptualization and treatment planning with clinical case (live) • Behavioral activation (live) • Behavioral activation case example (live) • Behavioral experiments (live) • Behavioral experiment case example with breakouts (live) • Behavioral experiment video • Practice with clinical case 	Asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts) and Synchronous (live lectures and discussion groups) activities.
Day/Class 2 (May 29)	<ul style="list-style-type: none"> • Application of CBT skills for depressive disorders • Cognitive restructuring overview • Cognitive restructuring: Assumptions and beliefs • Cognitive restructuring: Cognitive distortions • Skills for cognitive restructuring: Socratic questioning • Skills for cognitive restructuring: Automatic thought record • Video examples 	Asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts) and Synchronous (live lectures and discussion groups) activities.

	<ul style="list-style-type: none"> • Thought record example and breakout groups (live) • Integration of CBT for depressive disorders (live) • Clinical case example (live) • Culture, intersectionality, and delivery with underserved populations (live) • Challenges in practice (live) • Clinical case practice and reflections 	
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c. Assignments/Tasks and Points for Grading

Assignment/Task	Due date	Required for Satisfactory Grade
Live class attendance	Day 1 and Day 2 live class	Yes
Discussion posts in CANVAS	Post from Day/Class 1 clinical case due by 5/29 Post from Day/Class 2 clinical case due by 6/5 (Both due in discussion section of CANVAS)	Yes
Reflection paper	Submit via CANVAS in assignment section by 6/5	Yes

The assignment description will be posted on the CANVAS site with their due dates.

Reflection paper: 1-page reflection paper from the clinical case presented at the end of Day 2. This clinical case is also linked to a post in CANVAS. Reflection should be 12 pt font, double spaced, and does not need to be in APA format. Also, references and citations are not required.

Discussion posts in CANVAS: Two discussion post responses are due in CANVAS and will be listed as post from Day/Class 1 and Day/Class 2. These posts are visible to the full class and will allow for group processing and learning along with others.

d. Attendance and Class Participation

It is important that you attend each live class session, complete all asynchronous activities, and discussion posts in CANVAS. *Please let me know if there is a conflict with our live class times and we can troubleshoot accordingly to ensure you receive the content and engage with it.*

e. Course Requirements and Grading

The course is graded as S (Satisfactory) or U(Unsatisfactory). All assignments (posts and reflection are due on the date listed above by 11:59 PM in CANVAS). Late assignments will not be accepted and will impact points/grading, unless arranged in advance. Please email the instructor regarding any lateness.

Additional information can be found in the MSW Student Guide for policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*