1. Course Statement

a. **Course description**
This course is focused on the cognitive-behavioral treatment of depression. The course will begin with a review of the nature and diagnosis of depressive disorders, then focus on cognitive (e.g. cognitive restricting) and behavioral (e.g. behavioral activation) techniques. Several case examples will be utilized, and students will engage in practice 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. This course is designed to be a flipped classroom where lecture material is primarily received outside of the course (pre-recorded videos), and the live class time will be focused on practicing clinical skills, unpacking materials, and discussing the content.

Synchronous items involve live class and asynchronous items involve work on your own time. Asynchronous content is a foundation for the live class, so it must be viewed prior to each live class. This means Day 1 synchronous material should be engaged with prior to the Day 1 live class; same for Day 2.

d. **Intensive Focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate injustices, and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks, and strengthen critical consciousness, self-knowledge, and self-awareness to facilitate PODS learning.

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, gender, sexual orientation, sexual identity, socioeconomic status and class, immigration status, ability, family status, geographic location, and ethnicity and culture interact with and impact health, mental health, and behaviorally focused interventions, such as CBT.
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).

a. Books and Class Materials

All required readings will be provided in CANVAS (no purchasing of books are required in this course).

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


Required readings (timing and access will be available in CANVAS; under each module it will say what you have to read and the PDFs will be there! No need to search on your own 😊)


b. Class Schedule

Synchronous items involve live class and asynchronous items involve work on your own time. Asynchronous content is a foundation for the live class, so it must be viewed prior to each live class. This means Day 1 asynchronous material should be engaged with prior to the Day 1 live class; same for Day 2.

Live class times are as follows (due to the amount of pre-recorded asynchronous materials, our class time will only be 5 hours in duration on each day):

Friday March 11th: 9 am to 2 pm (lunch break will be 45 min at noon)
Friday March 18th: 9 am to 2 pm (lunch break will be 45 min at noon)

Agenda of 2-day class:

<table>
<thead>
<tr>
<th>Day/Class</th>
<th>Topics</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day/Class 1 (March 11)</td>
<td>• Depressive disorders overview</td>
<td>Asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of</td>
</tr>
<tr>
<td></td>
<td>• Depressive disorders prevalence and impact</td>
<td></td>
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</table>


<table>
<thead>
<tr>
<th>Day/Class</th>
<th>Topics</th>
<th>Modality</th>
</tr>
</thead>
</table>
|           | • Introduction to CBT: Efficacy with depressive disorders  
• Introduction to CBT: Theory  
• Introduction to CBT: Model  
• Case conceptualization (live)  
• Case conceptualization and treatment planning (live)  
• Practice case conceptualization and treatment planning in groups with clinical case (live)  
• Behavioral activation  
• Behavioral activation case example  
• Behavioral experiments  
• Behavioral case example with group practice (live)  
• Behavioral experiment video  
• Practice with clinical case in groups (live)  
• Discussion of articles (live) | treatment, and discussion posts)  
Synchronous- noted as live in yellow- (live lectures and discussion groups) activities. |
| Day/Class 2 (March 18) | • 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 of treatment sessions  
• Thought record example and group practice (live)  
• Synthesis of CBT for depressive disorders (live)  
• Clinical case example (live)  
• Culture, intersectionality, and anti-oppressive practice (live)  
• Challenges in practice (live)  
• Discussion of articles (live)  
• Clinical case practice in groups and reflections (live) | Asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts)  
Synchronous (live lectures and discussion groups) activities. |
c. Assignments/Tasks and Points for Grading

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Due date</th>
<th>Required for Satisfactory Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live class attendance and participation in practice/discussions/group work</td>
<td>Day 1 and Day 2 live class</td>
<td>Yes</td>
</tr>
<tr>
<td>Discussion posts in CANVAS</td>
<td>Post from Day/Class 1 clinical case due by 3/16</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Post from Day/Class 2 clinical case due by 3/23</td>
<td></td>
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<tr>
<td></td>
<td>(Both due in discussion section of CANVAS)</td>
<td></td>
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<tr>
<td>Article selection</td>
<td>Submit via CANVAS in assignment section by 3/17</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical case reflection paper</td>
<td>Submit via CANVAS in assignment section by 3/23</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

**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.

**Article selection:** You will be asked to choose a CBT-related article in an area of your interest (e.g., population, setting, diagnosis, etc.) and submit the article PDF in CANVAS along with a rationale for why you chose the article, what you learned from it, concerns you may have about it, and what you want to learn next after reading it. The rationale can be submitted as a word doc or in the comment section of your CANVAS submission.

**Clinical case reflection paper:** Submit a 2-page reflection paper in response to the clinical case presented at the end of Day 2. This clinical case is also linked to a post in CANVAS with instructions on what to respond to in the reflection (there are specific questions). Reflection should be 12 pt font, double spaced, and does not need to be in APA format. Also, references and citations are not required.

d. Attendance and Class Participation

It is important that you attend each live class session, complete all asynchronous activities, discussion posts, and assignments in CANVAS. *Please let me know if there is a conflict.*
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.

a. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

h. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distance of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

i. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning
opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

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