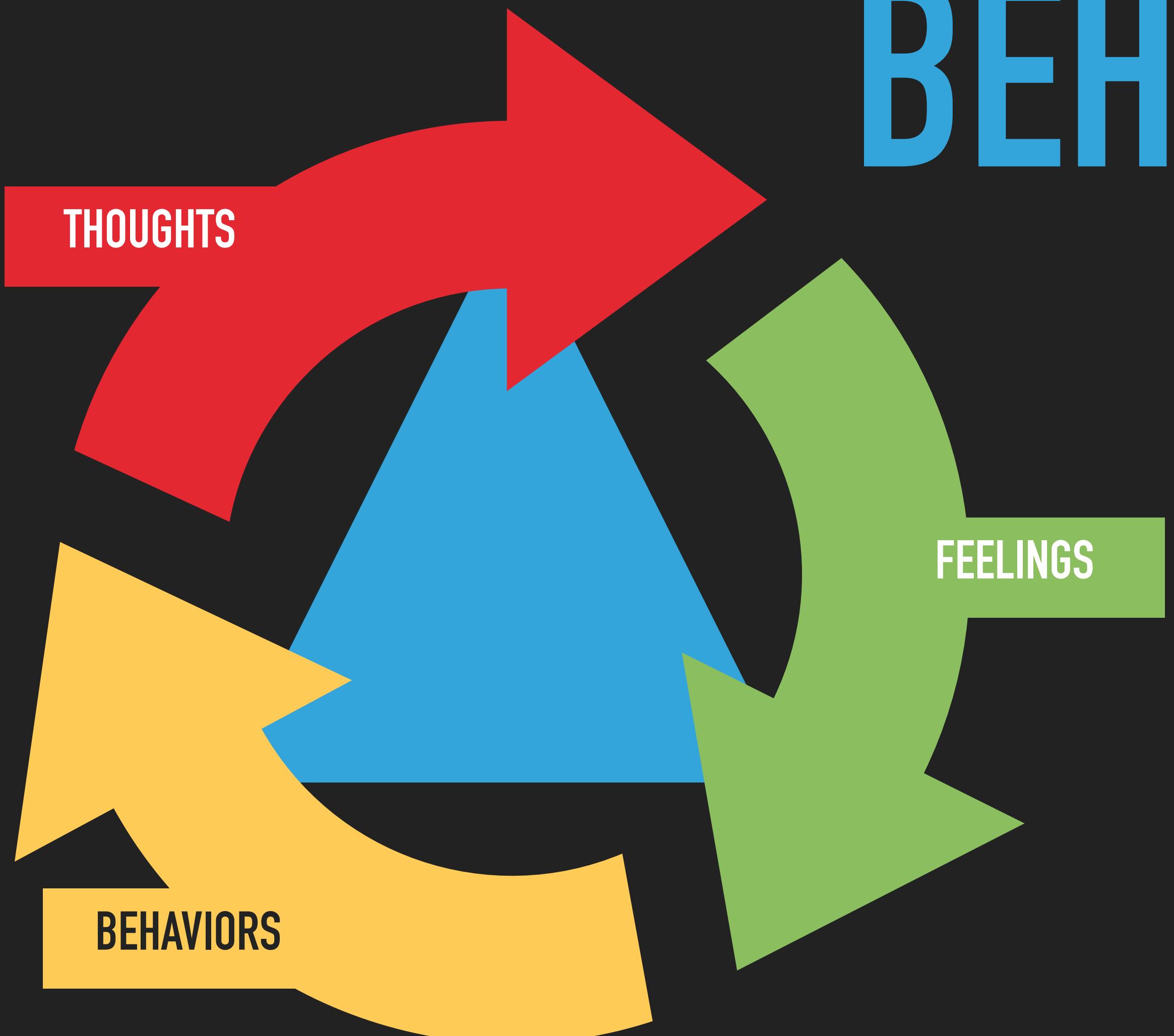


# COGNITIVE BEHAVIORAL THEORY



Fall 2025  
SOWK 581  
Week 10

Jacob Campbell, Ph.D. LICSW  
Heritage University  
Masters of Social Work

## AGENDA

- ▶ Course information discussion
- ▶ Engage in a group activity about feelings
- ▶ Discuss the general structure of CBT
- ▶ Examine and practice skills in CBT

- Explain the core principles and structure of Cognitive Behavioral Theory.
- Identify common cognitive distortions and describe how these influence emotions and behaviors.
- Apply CBT techniques to practice scenarios.
- Demonstrate skills in cognitive restructuring.



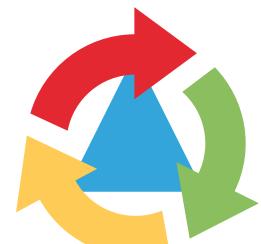
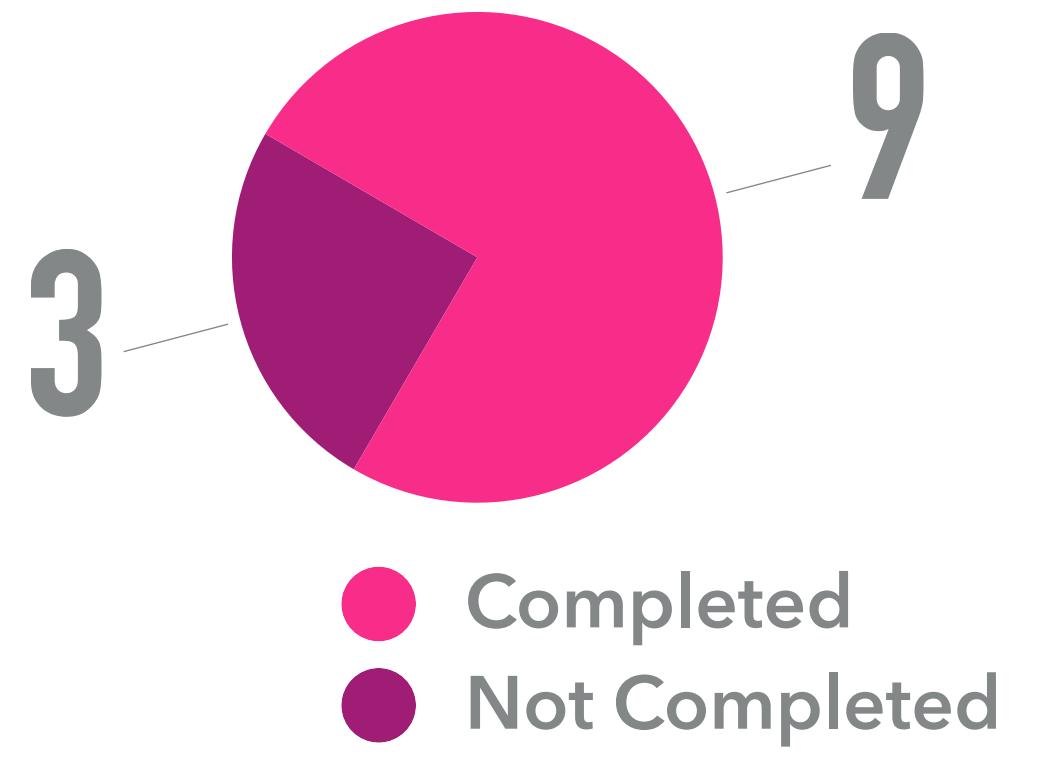
# MID-COURSE FEEDBACK

## GOING WELL

- ▶ Class content (class time activities, readings, lecture, lecture videos, materials)
- ▶ Classroom Structure (instructions, organization)
- ▶ Enthusiasm and care for students
- ▶ Student growth

## NOT GOING WELL AND SUGGESTIONS

- ▶ Readings
- ▶ Assignment Due Dates
- ▶ More details on assignment descriptions or examples



# INTERVENTION PLAN PRESENTATION

Service delivery planning is the next sequential step after social workers have completed an assessment. Being able to present about the work we are doing with our clients is a valuable skill. Students will be able to share their developed intervention plan for their case study client.

The student's case study assignment requires the inclusion of a service delivery plan as an appendix. Students will complete a 10-15-minute presentation regarding their intervention plan with their chosen client. Presentations should ground the plan in assessment and provide a brief overview of the client's needs. Discussion regarding the intervention plan should include the client voice, goal statement, strengths/resources, barriers/obstacles, and tasks or steps. There might multiple goals discussed, and the interventions should span the micro, mezzo, and macro levels. Video presentations will be submitted on MyHeritage.



# INTERVENTION PLAN PRESENTATION RUBRIC

Description	Highly Developed
The intervention plan is grounded in the assessment.	The presentation provides a detailed discussion of the assessment and shares the client's specific needs, allowing for a clear connection between those needs and the developed intervention plan.
<p>Goal setting includes the necessary components for planning. There will be at least three goals (one at each level). Each goal should include the following components:</p> <ul style="list-style-type: none"><li>(1) Client voice</li><li>(2) Goal statement</li><li>(3) Strengths/resources</li><li>(4) Barriers/obstacles</li><li>(5) Tasks or steps</li></ul>	All the goals discussed include all five components of a goal.
Goals are developed at each level of service delivery (micro, mezzo, and macro).	The intervention plan includes goals at each service delivery level.
The presentation is professionally delivered.	The presentation is professionally delivered, clearly conveys the plan's details, and uses strong presentation skills.
The intervention plan presentation expectations and time limits are followed.	The intervention plan presentation fits within the assigned time limits and closely follows the assignment's requirements.



## FEELINGS BALL GAME

- |               |                |                    |
|---------------|----------------|--------------------|
| 1. Surprise   | 8. Jealousy    | 15. Contentment    |
| 2. Empathy    | 9. Trust       | 16. Disappointment |
| 3. Confusion  | 10. Loneliness | 17. Fear           |
| 4. Anger      | 11. Joy        | 18. Love           |
| 5. Pride      | 12. Amusement  | 19. Nostalgia      |
| 6. Admiration | 13. Awe        | 20. Excitement     |
| 7. Guilt      | 14. Resentment |                    |



Photo by [Rodion Kutsaiev](#) on [Unsplash](#)





DIFFICULT  
ROADS  
LEAD TO  
BEAUTIFUL  
DESTINATIONS

-

PHOTO BY [NIK ON UNSPLASH](#)

THE THERAPIST IS A TRUSTED TEACHER, TRAINER, AND COACH WHO ENABLES THE CLIENT TO ACTIVELY PARTICIPATE IN SOLVING PROBLEMS AND MEETING GOALS. COGNITIVE THERAPISTS CAN SPOT THE SUBTLE FLAWS IN SOMEONE'S REASONING AND SKILLFULLY ELICIT A DIFFERENT INTERPRETATION OF THE SAME EVENTS. THEY ARE ACTIVE, DIRECT, AND SUPPORTIVE.

(Cooper & Granucci Lesser, 2022)

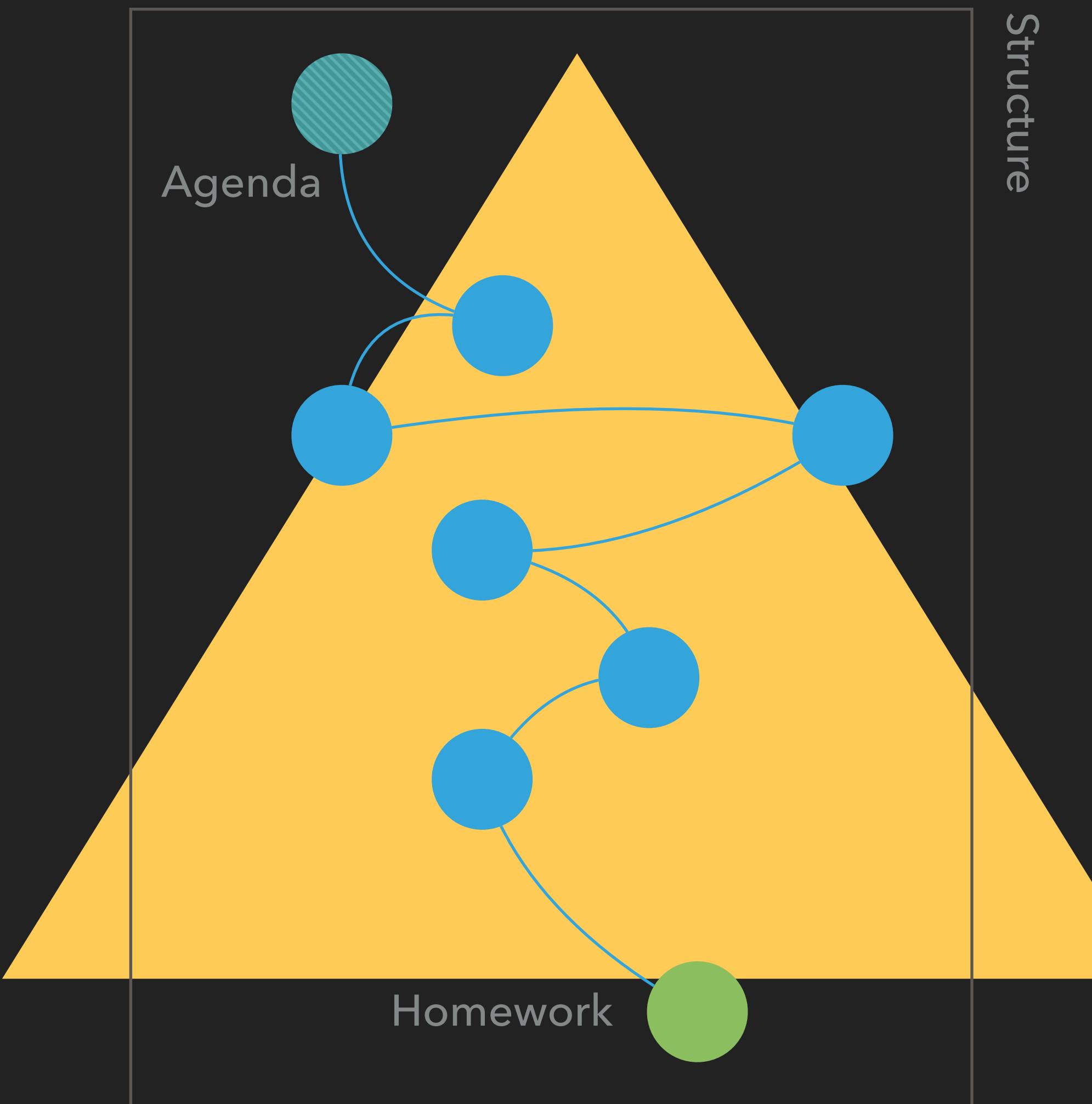


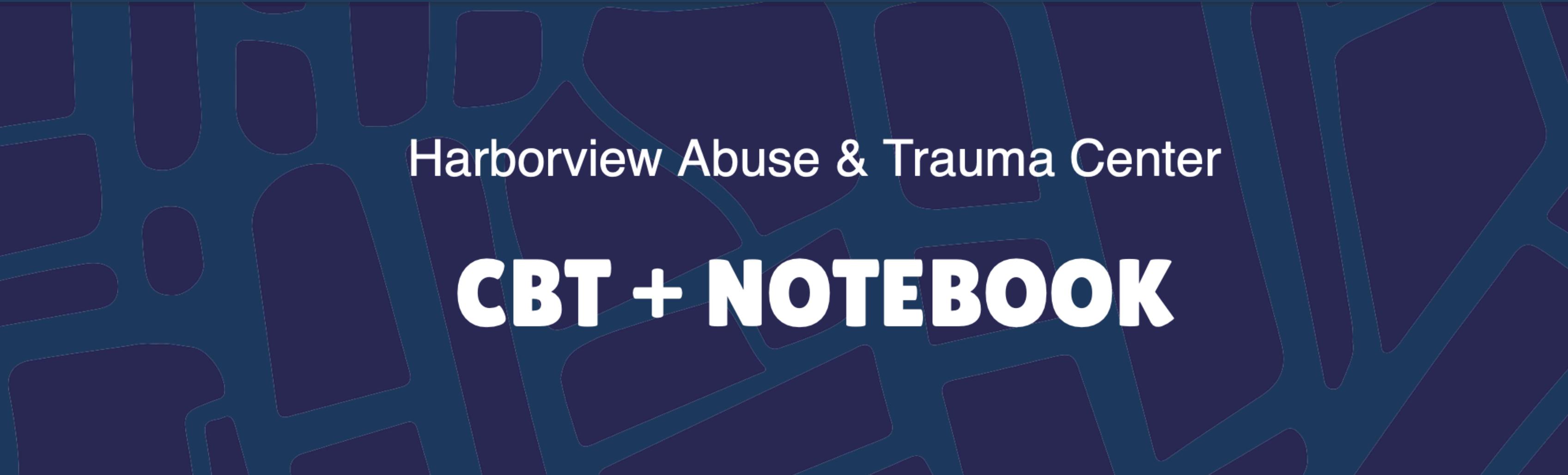
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## STRUCTURE OF COGNITIVE THERAPY INTERVIEWS

- ▶ Start with an agenda set with the client
- ▶ Using CBT techniques and strategies
- ▶ Ends with feedback and homework.





Harborview Abuse & Trauma Center

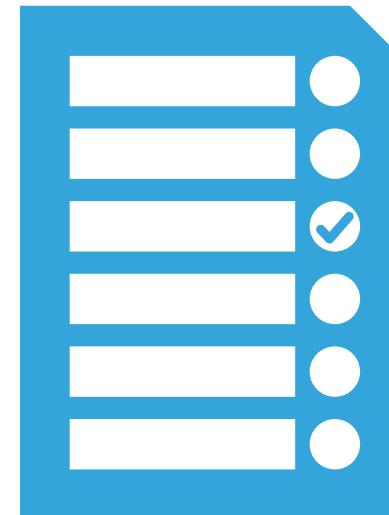
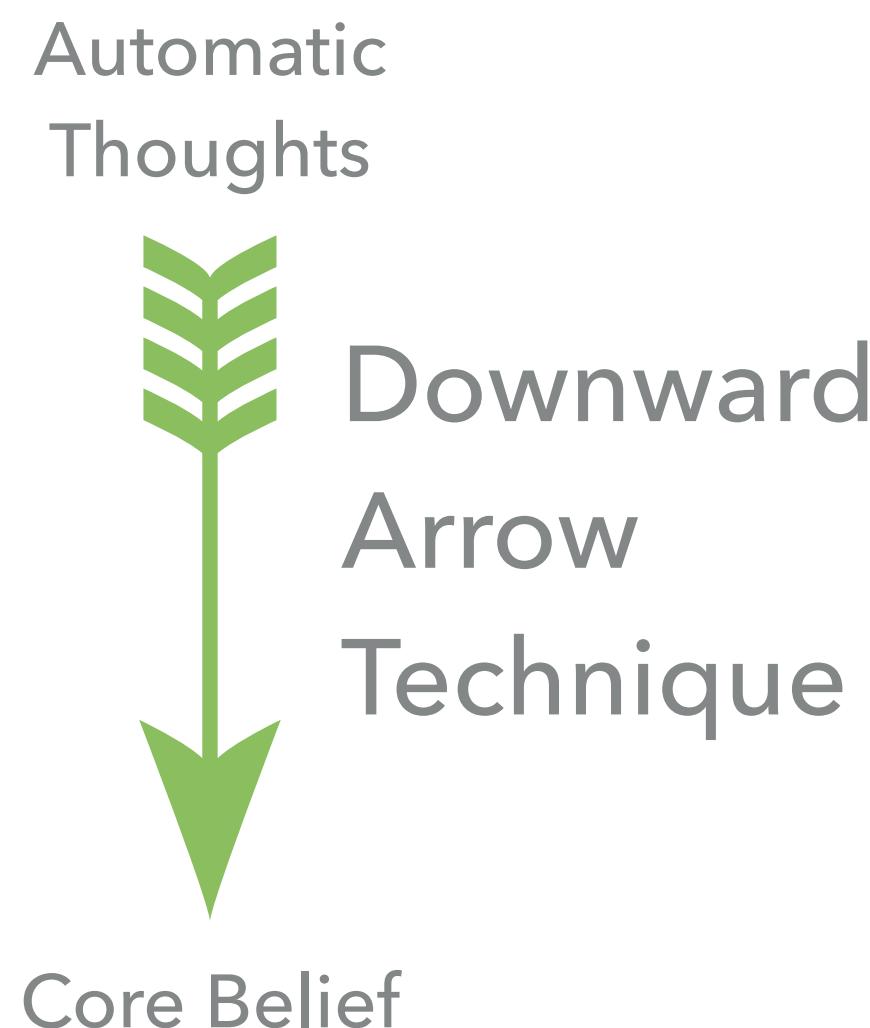
# **CBT + NOTEBOOK**

# COGNITIVE THERAPY TECHNIQUES AND STRATEGIES

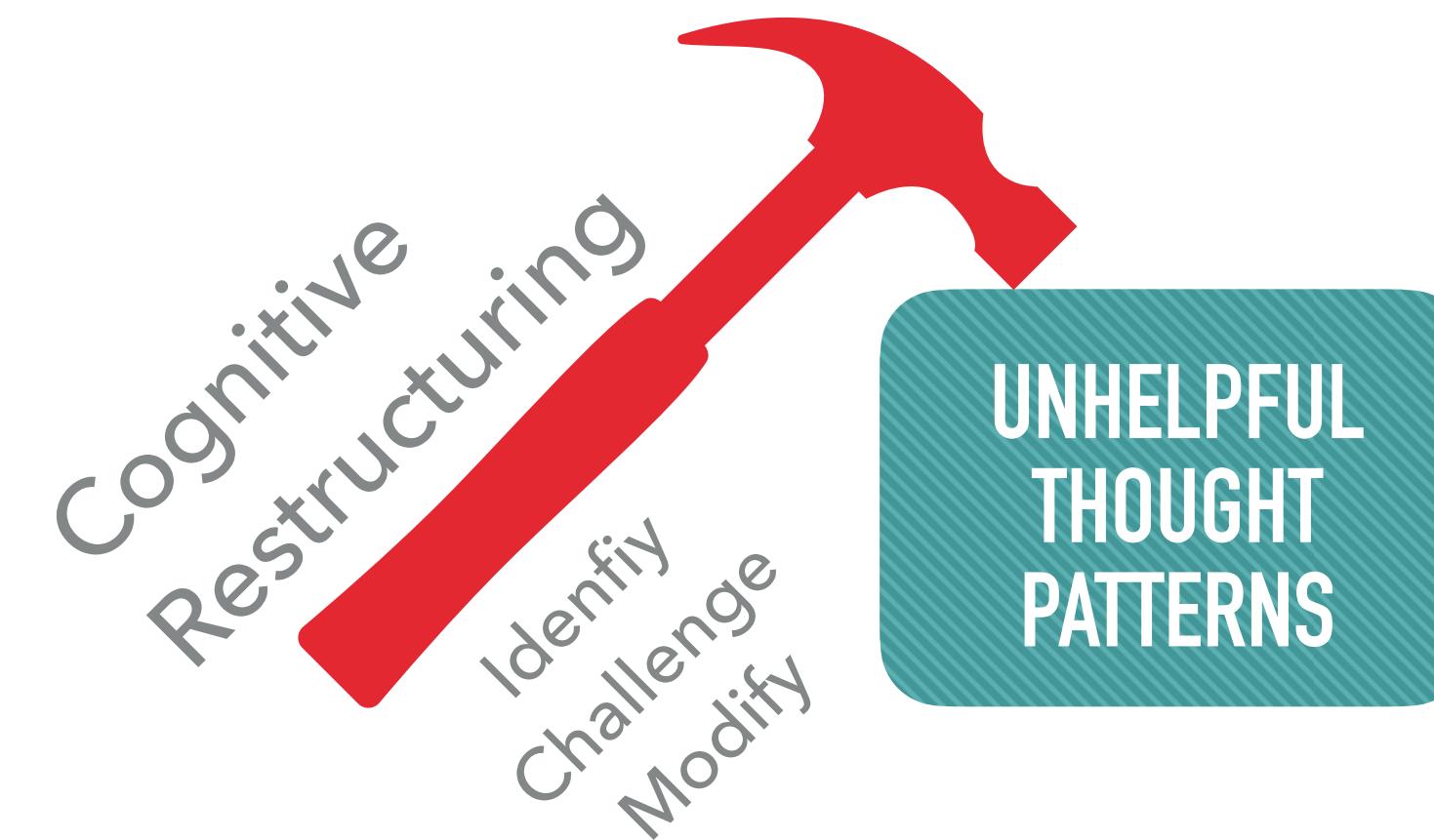


Identifying and  
Testing Automatic  
Thoughts

Examining  
the Evidence



Behavioral  
Activation





# USING DOWNWARD ARROW AND THOUGHT CHALLENGING TECHNIQUES

(Johnson, 2016)



## EXAMPLES OF DISTORTED THINKING

- ▶ All-or-None  
(Dichotomous) Thinking
- ▶ Jumping to Conclusions / Negative Non Sequiturs
- ▶ Fortune Telling
- ▶ Focusing on the Negative
- ▶ Disqualifying the Positive
- ▶ Allness and Neverness
- ▶ Magnification and Minimization
- ▶ Emotional Reasoning
- ▶ Negative Labeling
- ▶ Personalization
- ▶ Phonyism
- ▶ Perfectionism
- ▶ Arbitrary Inferences
- ▶ Selective Abstraction
- ▶ Overgeneralization

**SMALL GROUP ACTIVITY: USING THINKING DISTORTION CARDS.**  
DEVELOP A POTENTIAL CASE EXAMPLE OF WHAT THE PRESENTATION MIGHT LOOK LIKE FOR SOMEBODY WHO IS EXHIBITING YOUR GIVEN DISTORTED THINKING CARDS



# COGNITIVE RESTRUCTURING

## Identifying The Situation

Think about a situation that impacted your mood. What happened?

## Thought Patterns

What were you thinking in response to the situation that was happening?

## Is this thought True?

Were the thoughts above true?

## This thought Makes Me Feel:

What were you feeling in response to your thoughts about the situation that was happening?

## Modify or Replace Automatic Thoughts

What is a thought we could replace this with when we start thinking it?



ROLE PLAY WALKING A CLIENT  
THROUGH THIS PROCESS USING THE  
SCENARIOS YOU DEVELOPED.



# WHAT IS THE COGNITIVE DISTORTION?

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- ▶ “Everyone congratulated me on my project, but all I can think about is the one small mistake I made.”
- ▶ “It must be my fault that the meeting went poorly, even though I wasn’t the one leading it.”
- ▶ “I missed my workout today—I’m so lazy and undisciplined.”
- ▶ “They didn’t respond to my message immediately; they must be mad at me.”
- ▶ “Even though I’ve been praised for my work, I’m focused only on the minor critique my boss gave.”
- ▶ “If I can’t handle every problem on my own, then I must be a failure.”
- ▶ “I just know that the presentation tomorrow will go terribly.”
- ▶ “She looked at me in a weird way—she must think I’m doing a terrible job.”
- ▶ “I feel anxious about this meeting, so it must mean that something bad is going to happen.”
- ▶ “Sure, I got an award, but it’s not a big deal. Anyone could have done it.”
- ▶ “This relationship didn’t work out; all my relationships will probably end badly.”
- ▶ “If I don’t get this promotion, I’m a complete failure.”

