THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 562 Evidence-based Interpersonal Practice with Adult Individuals
CRN 48890, Section #014
3 Credit Hours
Fall, 2017

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Instructor: Nicoll Hannaway, MSSW, LCSW
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Class Time: Thursdays from 1-4pm
Office Hours: As needed.

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge,
and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Course Description**
This is a required concentration course. This course provides the foundation for clinical social work practice. Advanced knowledge and skills are developed in the areas of interviewing, the therapeutic alliance, risk assessment and case formulation. Particular emphasis is placed on the use of evidence-based treatments for specific mental health problems and populations.

**Course Rationale**
The course reviews several clinical theories supported by a significant evidence base. Emphasis will be placed on the development of skills in application of each of the selected practice theories including, developing a therapeutic alliance, case conceptualization, interviewing, and termination. Additionally, learners will identify and critically analyze evidence based practices in their field of practice. Finally, consideration of social work values and ethics in the application of all clinical practice theories will be integrated into skill development.

**Course Competencies**
By the completion of this course, the students are expected to be able to:

1. Explicate knowledge of selected evidence based clinical practice theories. *(content: cognitive behavioral, motivational interviewing, behavioral activation)* EBIP 7.1, 8.1, 9.1

2. Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals in both face-to-face and technology-based formats, and in consultation with others, as needed. *(content: NASW Code of Ethics, ethical principle, ethical dilemma analysis, ethical dilemma resolution strategies)*. EBIP 1.1, 1.3

3. Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods while being mindful of personal values and biases. *(content: diversity assessment model, quantitative and qualitative assessment methods, case studies high lighting diversity in assessment)*. EBIP 2.1, 7.1

4. Describe culturally sensitive work and professional use of self with diverse client systems. *(content: cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups)*. EBIP 2.1

5. Articulate and implement a plan for using the steps of evidence-based practice for evaluating and improving clinical practice. *(content: evaluation of research articles, apply the process of EBP through role plays and case-studies)*. EBIP 4.1, 9.1

6. Describe the use of evidence based clinical practice theories in assessment, treatment planning, termination, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems in collaboration with inter-professional teams, as appropriate. *(content: application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis)*. EBIP 8.1, 9.1
7. Critically analyze the role of social justice in clinical practice with at-risk populations at the individual and systems levels. (content: utilize case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices). EBIP 2.1, 3.1

**Required Texts**
The following books/resources are required for the course and may be purchased from the usual book sellers:


**Student Responsibilities**
When working with individuals, practitioners can do far more harm than good if they are naïve to the knowledge base. As such, this entails that students not only read the required material, but that they also critically consider the material.

Other student responsibilities include: (1) active participation; (2) completion of all required readings; (3) preparation for and participation in activities contributing to knowledge; (4) timely completion of assignments; and (5) feedback to the instructor.

**Policies**
1. Participation is considered a vital part of the learning experience in this class. As such, when there is a planned discussion, it is an expectation that students will come prepared to discuss and critically analyze the required readings. If you are unable to attend a class, please email me as soon as possible at ehannawa@utk.edu.

2. The class learning environment depends upon student willingness to take responsibility for the class culture. Vibrant and exciting class learning environments are those in which students consistently contribute positive behaviors conducive to a positive class culture (e.g., active involvement in class discussions, a curious and querying state of mind, respect for others in the class), and hence learning environment, and consistently refrain from behaviors that detract from such a culture and environment (e.g., being unprepared).

3. All written work must be typewritten and double-spaced. Assignments are to be presented in a scholarly manner and well-documented by referencing the supporting literature. Papers are to be free of mechanical flaws, including errors in grammar or spelling. Bibliographic references must conform to American Psychological Association (APA) style, 6th edition. Points will be deducted for grammatical errors- please proofread your work. Both presentation and content will be considered in evaluating assignments.

4. The quickest way to get in touch is by email (ehannawa@utk.edu). I am happy to set up a meeting with you in person, over the phone or through Skype at any time to discuss your work, the class, or
issues in this area. Please feel free to utilize me, especially if you are having problems in the class or if you need more guidance on a paper.

**COURSE REQUIREMENTS/GRADING**

The course grade will be based on a reflection paper, four online quizzes, three worksheets, and one video counseling session presented during a face to face session demonstrating each of the clinical practices taught in class, motivational interviewing, cognitive therapy, and interpersonal psychotherapy. Students are expected to read the assigned articles/chapters thoughtfully and attend class sessions prepared to ask questions, make comments and add to the overall discussion. The course grade will be computed as follows:

- **Reflection Paper:** 1 @ 5 points  
  **5%**
- **Quizzes:** 4 @ 5 points each  
  **20%**
- **Worksheets:** 3 @ 10 points each  
  **30%**
- **Live Counseling Session Demonstration:** 1 @ 45 points each  
  **45%**

**Social and Environmental Justice Reflection Paper (2 pages)**  
(This assignment fulfills course competency 3. DI: Knowledge, Cognitive & Affective Processes, Values)

Due 8/31/17

Please read these articles prior to our first class. We will discuss these articles in class then you will write a brief reflection paper that answers the following questions:


How are people who live with serious mental illness treated in your community, both socially and clinically? Do you agree with the assertions made by Munson? Why or why not? Are the Munson’s assertions consistent with Social Work values?

*The article on Environmental Justice is posted under the Files section of Canvas. Please read that article and answer these questions.*

What environmental Justice issues are occurring in your local community? What are the potential concerns for how they might impact health and well-being? Are disenfranchised and oppressed populations disproportionately impacted by these issues? Why does this matter for practice with individuals? What ideas do you have for what the agency you work for and broader community might do to effect positive change?

**Quizzes**  
(These quizzes fulfill course competencies 2, 4, 5, and 7. DI: Knowledge, Cognitive processes)

**Quiz 1:** This quiz covers readings and class discussions related to: (a) application of the values and ethics of social work practice to clinical practice, (b) implementation of culturally sensitive practice, and (c) the role of social justice in clinical practice with at risk populations. Due: 8/31/17

**Quiz 2:** This quiz covers readings and class discussions related to: (a) the theory underlying BA, (b) the BA definition of depression, and (c) the role of cognition and acceptance in BA. Due: 10/05/17
Quiz 3: This quiz covers readings and class discussions related to: (a) the theory underlying cognitive behavioral therapy (CBT) and (b) assessment and case conceptualization using a CBT practice framework. Due: 10/26/17

Quiz 4: This quiz covers readings and class discussions related to: (a) implementation of CBT in clinical practice with populations at risk and (b) identifying symptoms indicating CBT as an appropriate evidence-based intervention. Due: 11/16/17

Worksheets (These worksheets fulfill course competencies 1, 3, and 6. DI: Knowledge, Cognitive processes.)

Worksheet 1: This worksheet will cover readings and class discussions related to: (a) implementation of MI with populations at risk and (b) assessment and case conceptualization using a MI practice framework. Students will watch a video and identify the pertinent elements of MI demonstrated in the video. Due: 9/14/17

Worksheet 2: This worksheet will cover readings and class discussions related to the application of BA to clinical practice with at risk populations by identifying specific elements of BA through the video. Due: 10/19/17

Worksheet 3: This worksheet will cover readings and class discussions related to the application of CBT to clinical practice with at risk populations by identifying specific elements of CBT through the video. Due: 11/09/17

Video Counseling Sessions (This assignment fulfills course competencies 3, 5, and 6. DI: Knowledge, Skills, Cognitive and Affective Processes.)
Due 09/21/17 and 11/16/17
Students will pair up in groups of 2. In your group, decide who wants to be the therapist for Motivational Interviewing and who wants to be the therapist for CBT. The student who is the therapist using Motivational Interviewing will show the class their skills on 09/21/17. The student who is the therapist for CBT will do a live CBT demonstration for the class on 11/16/17. Your demonstration is worth 35 points. Your participation in the peer reviews of your classmates' performances is worth 5 points each, 10 points total.

EVALUATION PROCEDURES AND GRADES

A (95-100) Outstanding/Superior. Exceptional performance. Consistently exceeds expectations.
B+ (90-94) Very Good Student consistently meets, and occasionally exceeds, normal expectations for the course.
B (85-89) Good. Student consistently meets normal expectations for the course.
C+ (80-84) Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
C (70-76) Poor. There is lack of understanding of course content. Student does not meet course expectations.
F (69-Below) Very Poor. There is a lack of attendance or incomplete assignments. Course expectations are not met.
Late Assignment Policy: Any assignment that is not turned on the due date listed will not be accepted, unless the student makes arrangements with the professor on or before the due date of the assignment. Late papers, even when arrangements have been made with the professor as described above will have 2 points deducted for each day late.

COURSE OUTLINE
(Assignments and readings are due on the date listed below.)

WEEK #1: August 24, 2017
Introduction to the Course, Ethics and Cultural Competence

Text Readings: Miller and Rollnick (2013). MI
Chapter 10: When Goals Differ (pp. 120-130)
Readings on Canvas:
“Environmental Justice” article


WEEK #2: August 31, 2017
Reflection Paper due today
QUIZ #1 due today

Transtheoretical Model of Change, and Intro to the Practice of Motivational Interviewing

Text Readings: Miller and Rollnick (2013). MI
Chapter 1: Conversations about Change (pp. 3-13)
Chapter 2: The Spirit of Motivational Interviewing (pp. 14-24)
Chapter 3: The Method of Motivational Interviewing (pp. 25-36)
Chapter 4: Engagement and Disengagement (pp. 39-47)
Chapter 5: Listening (pp. 48-61)
Chapter 6: Core interviewing Skills (pp. 62-73)
Video- Miller and Rollnick discuss the TTM

WEEK #3: September 7, 2017
The Practice of Motivational Interviewing

Text Readings: Miller and Rollnick (2013). MI
Chapter 7: Exploring Values and Goals (pp. 74-89)
Chapter 12: Ambivalence (pp. 157-166)
Chapter 13: Evoking the Person’s Own motivation (pp. 167-182)
Chapter 14: Responding to Change Talk (pp. 183-195)
Chapter 15: Responding to Sustain Talk and Discord (pp. 196-211)

*Video* - Moyer Interview (Rounder)

**WEEK #4: September 14, 2017**

MI Video Worksheet Due today
The Practice of Motivational Interviewing (Continued)

*Text Readings*: Miller & Rollnick (2013). MI
 Chapter 16: Evoking Hope and Confidence (pp. 212-230)
 Chapter 19: From Evoking to Planning (pp. 257-267)
 Chapter 20: Developing a Change Plan (pp. 268-284)
 Chapter 21: Strengthening Commitment (pp. 285-292)
*Video*: Miller Interview (Ponytail)

**WEEK #5: September 21, 2017**
Motivational Interviewing Live demonstration today in class

**WEEK #6: September 28, 2017**
Behavioral Activation: Theoretical Features

*Text Readings*: Kanter, Busch, & Rusch (2009). BA
 Part 1: The Distinctive Theoretical Features of Behavioral Activation (pp. 3-72)
 Behavioral Activation: Assessment and Conceptualization

*Text Readings*: Kanter, Busch, & Rusch (2009). BA
 Part 2: The Distinctive Practical Features of Behavioral Activation (pp. 75-119)

**WEEK #7: October 5, 2017**

Fall Break- No Class
QUIZ #2 due today

**WEEK #8: October 12, 2017**
Behavioral Activation: Intervention

*Text Readings*: Kanter, Busch, & Rusch (2009). BA
 Part 2: The Distinctive Practical Features of Behavioral Activation (pp. 121-167)

**WEEK #9: October 19, 2017**

BA Video Worksheet due today
Cognitive Theory and the Therapy Model

Chapter 1: Introduction (pp. 1-16)
Chapter 3: Cognitive conceptualization (pp. 29-45)

WEEK #10: October 26, 2017

QUIZ #3 due today
Beginning Cognitive Therapy

Chapter 5: Structure of the first therapy session (pp. 59-79)
Chapter 7: Session 2 and beyond: Structure and format (pp. 100-122)
Chapter 8: Problems with structuring the therapy session (pp. 123-136)
Chapter 19: Treatment planning (pp. 332-345)

WEEK #11: November 2, 2017

Working with Automatic Thoughts

Chapter 9: Identifying automatic thoughts (pp. 137-157)
Chapter 10: Identifying emotions (pp. 158-166)
Chapter 11: Evaluating automatic thoughts (pp. 167-186)
Chapter 12: Responding to automatic thoughts (pp. 187-197)
Video: Beck, J. CBT with depressed patients

WEEK #12: November 9, 2017

CBT Session Worksheet due today
Intermediate and Core Beliefs

Chapter 13: Identifying and modifying intermediate beliefs (pp. 198-227)
Chapter 14: Core beliefs (pp. 228-255)

Additional Techniques
Chapter 15: Additional cognitive and behavioral techniques (pp. 256-276)
Chapter 16: Imagery (pp. 277-293)
Chapter 17: Homework (pp. 294-315)
Chapter 18: Termination and relapse prevention (pp. 316-331)

WEEK #13: November 16, 2017 LAST CLASS
QUIZ #4 due today
CBT Live Video Counseling Session Demonstration during class today