THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 562 EVIDENCE-BASED INTERPERSONAL PRACTICE WITH ADULT INDIVIDUALS
Section 001
(3 Credit Hours)
Fall 2019

Instructor: Stephanie Harness-Gambill, PhD, LCSW
Email: sharness@utk.edu
Class Time: 9:05-12:05 Tuesday, HH 318
Office Hours: By appointment

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

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, Knoxville Student Disability Services office 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

Course website: Canvas, www.online.utk.edu
APA website: http://www.apastyle.org/previoustips.html

I. Policies
Participation is considered a vital part of the learning experience in this class. As such, attendance is required, as is the expectation that students will come prepared to discuss and critically analyze the required readings. If you are unable to attend, please leave an email message at stephanieweatherstonelcs@gmail.com. If you miss more than 3 times, you will have the choice of making up for your absences by completing an extra assignment or withdrawing from the class.

Class activities are designed to help you reflect upon important concepts and involve you in class discussions where views are shared and ideas are debated. It is expected that you will respect the ideas and thinking of other students in the class by listening to their explanations and appropriately questioning their thinking and reasoning if you do not understand. It is also expected that you will demonstrate a healthy curiosity about the material at hand. Further, you are expected to work cooperatively with others and fully contribute to the workload of each group in which you may be a member. Class discussions will begin with the assumption that you have read the required material, as I consider this material a jumping off point for further discussions. As such, I will not always mention all required readings during the class. This, however, does not relieve you of the responsibility for knowing this material, as it will put you at a disadvantage for the class work, the assignments, and for your practice.

The use of computers and other electronic equipment is at the discretion of the professor. Students may use electronic equipment ONLY if it is used for purposes related to the class. Students may NOT surf the web other than as related specifically to classroom content; use calendars or other personal files on smart phones, or other similar media; send or receive any type of electronic message; or use any other portable electronic equipment or laptop when not related directly to class. You may be called upon at any time when using electronic equipment to demonstrate the nature of your electronic media use.

* * All written work must be typewritten and double - spaced. Assignments are to be presented in a scholarly manner and should be 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. Both presentation and content will be considered in evaluating assignments.

I am available by email (sharness@utk.edu). The quickest way to get in touch is by email. I am happy to set up a meeting with you 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 specific assignment or topic.
II. Class Preparation & Participation:

To earn maximum participation points, students are expected to attend every class session and to participate frequently in class discussions and activities. It is essential that you notify me by e-mail (sharness@utk.edu) in a timely manner if circumstances interfere with your class attendance or the completion of course assignments. If you miss a class, you are still responsible for what you missed. In order to make meaningful contributions to class discussions, it is essential that you read assigned articles and textbook chapters prior to class. Two unexcused absences from class will result in the loss of 20 points, 50% of class participation grade.

Class activities are designed to help you reflect upon important concepts and involve you in class discussions where views are shared and ideas are debated. It is expected that you will respect the ideas and thinking of other students in the class by listening to their explanations and appropriately questioning their thinking and reasoning if you do not understand. Further, you are expected to work cooperatively with others and fully contribute to the workload of each group in which you may be a member.

All cell phones should be silenced and put away during class. All iPods, etc. are to be off and stored during class. Laptops or iPads should only be used for class activities.

III. Required texts:


* Additional required readings can be found on the SW 562 Canvas site under the respective week. Additional required readings may be added or deleted throughout the semester and lecture dates are subject to adjustment based on class needs/progress.
IV. Course Requirements/Plan for Evaluation:

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Role Play &amp; Critique (2 @ 50 points each) - MI based Biopsychosocial Assessment - CBT Session Competencies 1-3, 5, 6 Dimensions: Cognitive &amp; Affective Processes, Values, Knowledge, Skills</td>
<td>100</td>
</tr>
<tr>
<td>Biopsychosocial Assessment/Case Conceptualization - MI Competencies 1-3, 4, 5, 7 Dimensions: Cognitive &amp; Affective Processes, Values, Knowledge, Skills</td>
<td>60</td>
</tr>
<tr>
<td>Interviewing Methods and Use of Dysfunctional Thought Record - MI/CBT Competencies 1-6 Dimensions: Values, Knowledge, Skills</td>
<td>20</td>
</tr>
<tr>
<td>Treatment Plan/Case Conceptualization – CBT Competencies 1-6, 9, and 10 Dimensions: Cognitive &amp; Affective Processes, Values, Knowledge, Skills</td>
<td>50</td>
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<tr>
<td>Psychodynamic Case Conceptualization Competencies 1-5 Dimensions: Cognitive &amp; Affective Processes, Values, Knowledge, Skills</td>
<td>80</td>
</tr>
<tr>
<td>Class Interactives and Worksheets</td>
<td>20</td>
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<tr>
<td>Class preparation &amp; participation</td>
<td>40</td>
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</tbody>
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A. Reflection Paper (5-7 pages)

1. View both the movie Crash and TED talk by Clint Smith: The Danger of Silence. Crash is available through the Library as well as on various streaming applications. The TED Talk is available on TED.com.

2. Reflect on the following questions and craft an analytical reflection:

   a.) How are people with mental illness portrayed/treated in the movie Crash? How does this compare to your experience socially and professionally?

   b.) What environmental justice issues do you observe in the movie? How do these compare to your community and society at large?

   c.) What are the potential concerns for how they might impact health and well-being? Are disenfranchised and oppressed populations disproportionately impacted by these issues?

   d.) With regard to Clint Smith’s talk, what is the danger of silence? How does this impact our client populations at large?
e.) Why do these issues matter for practice with individuals? How did you experience watching both the movie and the TED talk? What issues/feelings/memories/ideas came up for you?

3. Please cite any additional references you include in your analysis.

**B. Video Role Play & Critique (2 @ 50 points ea.)**

1. Students will pair up in groups of 2. In your group, decide who wants to be the therapist for Motivational Interviewing Assessment and who wants to be the therapist for CBT Session Simulation. Your video demonstration is worth 25 points. Your participation in the peer review of your partner’s performance is worth 25 points.

2. Motivational Interview content focus = Assessment Interview, demonstrating 4 Pillars

3. CBT Session Simulation focus = Building Rapport, Goal-setting, Thought Record Analysis

**C. Biopsychosocial Assessment/Case Conceptualization – MI**

1. Choose a case from your field placement or I can provide a case study from which you can work. The case must involve a presenting problem that is appropriate for the application of Motivational Interviewing.

2. You will generate a Biopsychosocial assessment (BPS) : You will conduct a comprehensive state-of-the-art assessment using a cultural, ecological, transactional, and developmental framework and current technologies that focus on the needs, strengths, capacities, assets and resources of an individual client in relation to his or her broader environments. Utilize the assessment templates provided for the guide to assess your client for this assignment. Please note that this tool is just a guide, please ask questions that will give you a clear understanding of the situation your “client” is dealing with. Please summarize the information in a fashion organized that will give a clear understanding to the reader of the issues of your client.

3. Additionally, you will explain/elaborate on the following:

   a.) Why MI is an appropriate tool for your client
   b.) Identify your client’s stage of change/expectations based on which elements of client’s presentation
   c.) Note which MI elements were your focus during the assessment and why
   d.) Note any elements of the interview setting that may have been impactful during the interview process and why

**D. Interviewing Methods and Use of Dysfunctional Thought Record - MI/CB (2-4 pages)**

1. Generate a brief snapshot (1-3 paragraphs) of a client’s presenting problem and how you conceptualize them, including defined diagnosis.
2. Document/articulate the discussion around client’s presenting dysfunctional thought pattern. (2-3 pages) 3. Include a Thought Record Chart.

**E. Treatment Plan/Case Conceptualization – CBT**

1. Using a case of your choosing, either from a prior assignment or a new one, generate a brief snapshot (1-3 paragraphs) of a client’s presenting problem and how you conceptualize them, including defined diagnosis.

2. Then, develop a CBT driven treatment plan complete with clearly identified goals and objectives.

3. Include if relevant, thought records or other homework assignment plans.

**F. Psychodynamic Case Conceptualization –**

1. Using a case of your choosing, either from a prior assignment or a new one, develop psychodynamic case conceptualization using the following 5 components of psychodynamic therapy:
   
   a.) Therapeutic Alliance  
   b.) Core Psychodynamic Problem  
   c.) Psychodynamic Formulation  
   d.) Change  
   e.) Termination  

2. The length will be dependent on the nature of your case but should not exceed 6 pages.

3. Number pages and utilize section heads in accordance with APA style standards.

**V. Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>B+</td>
<td>88 – 92</td>
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<tr>
<td>B</td>
<td>83 - 87</td>
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<tr>
<td>C+</td>
<td>78 - 82</td>
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<td>73 - 77</td>
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<td>D+</td>
<td>68 - 72</td>
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<td>D</td>
<td>63 – 67</td>
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<tr>
<td>F</td>
<td>62 and below</td>
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**VI. Class Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Class Overview and completing Biopsychosocial Assessments</td>
<td>Crash &amp; TED Talk Canvas Reading Template</td>
<td></td>
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<tr>
<td>September 3</td>
<td>What is Motivational Interviewing (MI)?</td>
<td>Rosengren, Ch. 2-3</td>
<td>Reflection Paper Due</td>
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<tr>
<td>10</td>
<td>MI – Four Processes: Engaging &amp; Focusing</td>
<td>Rosengren, Ch. 4-8</td>
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<td>17</td>
<td>MI – Four Processes: Evoking &amp; Planning; Integrating MI &amp; CBT</td>
<td>Rosengren, Ch. 9-11 Naar/Safren, Ch. 1-3</td>
<td>MI Video Due</td>
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<td>24</td>
<td>Integrating: Planning &amp; Skills; Intro to CBT/Cognitive Conceptualization</td>
<td>Naar/Safren, Ch. 4-5 Beck, Ch. 1-3</td>
<td>BPS/CC DUE</td>
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<td>October 1</td>
<td>CBT – Evaluation &amp; Structure</td>
<td>Beck, Ch. 4-6</td>
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<td>8</td>
<td>NO CLASS!</td>
<td>Breath, Rest, Relax</td>
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<tr>
<td>15</td>
<td>CBT – Format &amp; Problems Integration &amp; promoting consistency</td>
<td>Beck, Ch. 7-8 Naar/Safren, Ch. 6-7</td>
<td>Interview/Thought Record DUE</td>
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<td>22</td>
<td>CBT – Automatic Thoughts, Emotions, &amp; Core Beliefs</td>
<td>Beck, Ch. 9-11 &amp; 14</td>
<td>CBT Video Due</td>
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<td>29</td>
<td>Psychodynamic Therapy – Context &amp; Alliance</td>
<td>Summers/Barber, Ch. 1-4</td>
<td>TRX PLAN/CC DUE</td>
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<tr>
<td>November 5</td>
<td>Core Psychodynamic Problems</td>
<td>Summers/Barber, Ch. 5-7</td>
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<td>12</td>
<td>Goal Setting &amp; Narrative</td>
<td>Summers/Barber, Ch. 8-9</td>
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<tr>
<td>19</td>
<td>Change</td>
<td>Summers/Barber, Ch. 10</td>
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<td>26</td>
<td>Moments &amp; Countertransference</td>
<td>Summers/Barber, Ch. 11-12</td>
<td>Psychodynamic CC DUE Mock Tx Team</td>
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<tr>
<td>December 3</td>
<td>Termination</td>
<td>Beck, Ch. 18 Summers/Barber, Ch. 15</td>
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