THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW532 - Short-Term Interventions
Section 501
Summer 2019
(3 credits)

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

Instructor Information

Instructor: **Julie Franks, DSW, LCSW, MTS**   **Phone: Appointments as Needed**

Online Office Hours: **By appointment via Zoom or phone**

Email: jfranks8@utk.edu **(preferred contact; 24 hour response guaranteed Mon-Fri)**

Required Zoom meetings: Mondays 6:30 to 8:30 CST on Zoom – 7/8, 7/15, 7/22, 7/29, 8/5

Zoom Meeting ID for the Semester: See Canvas Site

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 course is a concentration elective course. Theory and practice of planned short term, emergency, and crisis interventions. This course provides an introduction to the evidence based practice, motivational interviewing (MI). Learners will be introduced to application of MI to increasing motivation for substance use reduction, mental health service utilization, and other health behavior changes. Finally, students will understand the evidence based theory, the transtheoretical model of change and its foundational role in motivational interviewing.

Course Rationale
The course reviews motivational interviewing, a practice supported by a significant evidence base. Emphasis will be placed on the development of skills in application of motivational interviewing including, demonstrating empathy, rolling with resistance, avoiding argumentation and resolving client ambivalence. Additionally, learners will identify and critically analyze applications of motivational interviewing in their field of practice. Finally, consideration of social work values and ethics, and treatment fidelity in the application of motivational interviewing will be integrated into skill development.

Course Competencies
By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Explicating knowledge of the evidence based transtheoretical model of change. CT/EBP Conc. #2. (content: review of transtheoretical model; consider the role of the TTM in motivational interviewing).

2. Articulating how clinical assessment with diverse groups of clients can be used to enhance motivation for behavior change. Diversity Conc. #2; CT/EBP Conc. #1. (content: MITI assessment method, case studies high lighting diversity in assessment, providing motivation enhancing feedback form assessments).

3. Critically analysis of the role of social work values and ethics in practicing motivational interviewing with at-risk populations. Values/Ethics Conc. #1. (content: analyze the ethical dimensions of motivational interviewing with an emphasis on the NASW Code of Ethics).

4. Development of skills in the application of motivational interviewing to several health behavior changes with diverse at-risk populations. Practice Conc. #1. (content: role

plays with simulated clients demonstrating skills; developing mock process recordings).

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COLLEGE OF SOCIAL WORK
SW 532: Short Term Interventions
Course Outline
Summer 2019

Instructor: **Julie Franks, MTS, MSW, CSWA**   **Phone: Appointments as Needed**

Online Office Hours: **By appointment via Zoom or phone**

Email: jfranks8@utk.edu **(preferred contact; 24 hour response guaranteed Mon-Fri)**

Required Zoom meetings: Mondays 5:00pm to 6:30pm CST on Zoom – 7/9, 7/16, 7/23, 7/30

Zoom Meeting ID for the Semester: See Canvas Site

Required Texts: Rosengren, D.B. (2017). *Building motivational interviewing skills: A practitioner workbook* (2nd edition); all other readings are posted to the canvas site

<u>Important Class Policies</u>

<u>Online Education Format</u>:

This course is designed to balance the maximum flexibility in scheduling with a high degree of academic rigor. To accomplish this, the course utilizes multiple technologies to ensure that you receive the most from your education. This format also requires a commitment by the learner to be responsible for attending the synchronized UT Online sessions and ensuring that all course readings are completed by the class for which they are assigned. It should also be noted here that due to the lack of actual in class time the reading requirements are often larger than a face to face class would have.

Please review the course outline thoroughly and mark your calendars to ensure your availability for all scheduled UT Live Online sessions. All class sessions in this course are ***synchronous online*** and require that you be online on the date and time indicated. These courses are always conducted using the Zoom System and links for each course will be available on the Canvas site for this course.

<u>Learning Environment:</u>

The student is a co-creator of the learning experience and professional environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The instructor expects you to be prepared by reading the materials and participating in the discussions PRIOR to attending zoom sessions.

Some material provided in the class may be of a confidential nature since part of the material will involve examination of ongoing human service organizations or personal self-disclosure of the participants. Therefore, all class participants must observe strict rules of professional conduct including treating all information about current human service organizations or colleagues as confidential, not to be discussed with anyone other than classmates or the Instructor.

Class Preparation Policy

To make meaningful contributions to class discussions, it is essential that you read assigned material and complete the workbook exercises *prior to class sessions*. Practicing the MI techniques with other class members outside of class time is also strongly encouraged.

Electronic Classroom Policy

Students are required to attend and be fully present for every synchronous course session**. This means students are expected to participate in class sessions using a video link into the electronic classroom from a non-distracting location with their microphones ready**. Much of this class will be (a) practice-based, and by this I mean we will be practicing motivational interviewing (MI) skills in small groups and (b) reviewing skills together in a discussion-based format. This is the best way I've found for you to learn the types of skills needed to practice MI in the short summer timespan.

Joining class while driving is not permissible and will be counted as an absence. Joining class via audio connection (e.g. phone) will be considered an absence unless the student notifies the professor in advance of the unavoidable exigency necessitating audio-only attendance. Such an event is an exception and not a permissible alternative to full attendance and participation through Zoom videoconferencing.

Late Work Policy

Late assignments will not be accepted without prior approval by the professor, and this is only granted in emergency situations. **Late work is typically given a grade of zero**. Issues related to technology or confusion about due dates being in EST will not result in extensions. There are no make-up options for group assignments. If you have a serious illness or extenuating circumstances, the instructor *may* make accommodations with proper documentation PRIOR to the due date and time. **If you have questions about any assignment, please reach out to the instructor for clarification prior to the due date. Reaching out early generally results in gaining the most support from the professor.**

Canvas Time Zone Information

Canvas shows two times—your time as you have set it and system time, which is Eastern Time. Please know that you are ultimately responsible for ensuring you adhere to the time designations in Canvas and within this syllabus**. All due dates are in Eastern Standard Time (EST).** Exceptions to the late work policy are not made for errors with computing the time zone.

Plagiarism and APA Policy

Graduate level writing will be required on all written assignments. Points are designated for graduate level writing/organization on each assignment/presentation and differ per assignment, as the weight of different assignments varies. Grades for papers will take into consideration content, organization of ideas, creativity, and appropriate use of APA citation format, grammar, and spelling. Plagiarism, whether intentional or unintentional, will result in a grade of "zero" on the assignment and may result in other academic penalties.

Course Work and Grading Breakdown:

Preparation, Attendance, and Active Participation: 10 points (10% of grade). Please make sure to review the expectations for being in class regarding your preparation and the importance of joining with your camera on, microphone ready to use, and from a quiet place where you can fully participate. **Preparation** will encompass evidence that you have come to class with the reading completed, your practice exercises done, and ready to participate in class. **Participation** will encompass your participation in the course lecture material, class discussion, and partner/small group work during each class session. **Attendance** will encompass being on time, staying for the entirety of the class, and following the electronic classroom policy. The professor will take attendance and make note of each student's preparation and participation during each class session.

Discussion Boards (3 at 20% each = 60% of grade): A series of questions are posted on the discussion board. The boards the day of the class in which they are based and will be open for your posts for one week; see Canvas for specific due dates. Each student is expected to complete an initial post and then respond to at least two classmates. Posts should demonstrate effort and skill that indicate that they are each worth 20% of the final grade in this course and will likely contain content equivalent to 2 to 3 pages of written text. <u>Grades for initial posts are assigned based on creativity, skill, and level of understanding of the skills or concepts discussed in the discussion board. Grades for responses to classmates are assigned based on effort, sincerity, and making a significant contribution to classmates learning</u>. A rubric outlining the grading criteria for each discussion board is available in Canvas. **(CC 1,2,3,4)**

MI Video (30%): At the end of the semester each student will conduct a role played motivational interview with a simulated at risk client. Students will complete these assignments in pairs that will be determined during the first class of the semester. A grading rubric is available and posted to the canvas course site. This assignment will be due August 4th, 2019 at 11:59pm EST. *(CC 2,4)*

EVALUATION PROCEDURES AND GRADES

A(95-100) Outstanding/Superior. Exceptional Performance. Consistently exceeds
         expectations.
B+ (90-94.9) Very good. Student consistently meets and occasional exceeds normal
         expectations for the course.
B (85-89.9) Good. Student consistently meets normal expectations for the class.
C+ (80-84.9) Average. There is unevenness in grasping course content. Student is inconsistent
         in meeting normal expectations for the course.
C (75-79.9) Poor. There is a lack of understanding of the course content. Student does not
         meet course expectations.
F (74 and below) Very Poor. There is a lack of attendance or incomplete assignments. Course
         expectations are not met.

COURSE OUTLINE

Please complete the course readings for each week prior to attending class. We will be practicing the skills from the reading during class.

The professor reserves the right to make changes to the assignments and structure throughout the semester to meet the needs of the class. If a need arises that you believe will benefit the class, please reach out to me so we can discuss and consider your idea.

Unit 1 – Intro and Harm Reduction
        7/8/19 synchronous class session

Objectives: Learners should be able to:
- Identify the 8 Stages of Learning MI
- Recall the practice areas in which MI is typically applied
- Define harm reduction and the role of motivational interviewing in this approach to care
- Define the four elements of MI
- Analyze the ethical implications of applying MI
- Define ambivalence and its role in behavior change

Rosengren, D.B. (2017)	**Chapter 14:** Learning MI (pg. 475 to 486) **Chapter 2:** What is MI and why use it? (p. 10 to 47) **Chapter 3:** Introduction to the Four Processes (p. 48-68)
BB: Denning, (2000). Practicing Harm Reduction Psychotherapy	**Chapter 1: What is Harm Reduction**

ASSIGNMENT: Discussion Board 1: Many times, we use a motivational interviewing approach to counseling in conjunction with a harm-reduction approach. **Give a definition of harm reduction <u>in your own words</u>. How do you see this approach as related to motivational interviewing at this point in the semester? What seems helpful about this approach? What concerns you about it? Does this approach raise ethical concerns? Please refer to the NASW code of ethics as you discuss the ethical concerns.**
This discussion board will open on 7/8/19 and will close on 7/14/19 at 11:59pm EST. <u>Please post your initial post by 7/11 so your classmates have time to read and respond to your work.</u> This will help to facilitate a discussion like we would have in a face-to-face classroom.

Unit 2 - Beginning MI Skills
        7/15/19 *Synchronous Class*

Objectives: Learners should be able to:
- Demonstrate an understanding of the Transtheoretical model and its role in MI
- Define the counselor's role in both creating and resolving resistance.
- Demonstrate effective use of reflective listening, open ended questions, affirmations and summaries
- Articulate the application of MI to work with at risk populations

Rosengren, D.B. (2017).	**Chapter 4:** The use of OARS: Reflective Listening (p.69 – 103) • Please complete exercises 4.3 and 4.4 on your own before class **Chapter 5:** The use of OARS: Open Ended Questions, Affirmations and Summaries (p. 104 – 137) **Chapter 6:** Exploring Values and Goals (p. 138 to 163)

Assignment for after class: Practice the skills in these chapters by completing workbook exercises that were not completed in class and/or practicing with a classmate. This is not graded but is highly suggested because it will help you master the MI techniques. You could also begin your work for the discussion in the next module if you are thinking about time management!

Unit 3 – Change and Resistance
7/22/19 *Synchronous Class*

Objectives: Learners should be able to:
- Recognize change talk when clients speak it
- Demonstrate ability to reinforce change talk in a variety of ways
- Ask open ended questions to elicit change talk in a variety of ways
- Define sustain talk and describe its importance in MI
- Demonstrate their ability to effectively manage resistance
- Identify the difficulties of opening a session or topic that may affect client rapport
- Discuss the importance of agenda setting in MI
- Demonstrate their ability to open a session with a client that has a particularly difficult subject matter

Readings:

Rosengren, D.B. (2017).	**Chapter 7: Finding the Horizon** (p. 171-205) **Part IV: Evoking** (pages 255 – 264) **Chapter 9:** Recognizing Change and Sustain Talk **Chapter 10:** Evoking Motivation **Chapter 11:** Responding to Sustain Talk and Dancing with Discord

ASSIGNMENT: Discussion Board 2 – Please see Canvas for instructions. It is recommended that you complete the course readings before beginning the discussion. *This discussion board will open on 7/22/19 and will close on 7/28/19 at 11:59pm EST. A grading rubric is embedded in canvas. Please post your initial response by 7/25 so your classmates have time to read and respond to your work. This will help to facilitate a discussion like we would have in a face-to-face classroom. You may also want to start planning your MI Video assignment*.

Unit 4 – 7/29/19 *Synchronous Class Online via Zoom*

Working with Ambivalence

Objectives: Learners should be able to:
- Define ambivalence and explain its role in conducting MI intervention
- Identify several strategies for managing ambivalence in MI

- Demonstrate their ability to manage ambivalence with clients
- Provide structured feedback to at risk clients toward the end of enabling behavior change
- Demonstrate recapitulation, action reflection, and negotiating a change plan
- Articulate the application of MI as an intervention

Rosengren, D.B. (2017).	**Chapter 8:** Exchanging Information **Chapter 12:** Transitioning Into Planning **Chapter 13:** Developing a Change Plan, Strengthening Commitment, and Supporting Change
Moyers, T.B.; Martin, T.; Manuel, J.K., Miller, W.R., & Ernst, D. / Center on Alcoholism, Substance Abuse, and Addictions (CASAA) (2010)	***Revised Global Scales: Motivational Interviewing Treatment Integrity 3.1.1 (MITI 3.1.1)***

ASSIGNMENTS: Discussion Board 3 – Please see Canvas for instructions. *This discussion board will open on 7/28/19 and will close on 8/4/19 at 11:59pm EST. <u>Please post your initial response by 8/1 so your classmates have time to read and respond to your work.</u>*

Additionally, the MI Video is due at 11:59 pm EST on Sunday August 4th. The Grading Rubric is posted in Canvas along with the article listed in this week's readings, which explains the rubric in detail and gives insight into the way assessment measures are created.