

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

521 - CLINICAL SOCIAL WORK PRACTICE with INDIVIDUALS

Course Outline

Fall 2007

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COURSE EXPECTATIONS OF INSTRUCTOR

The instructor will use a variety of instructional methods including mini-lectures, interactive exercises, videos and handouts to reach students with a variety of learning styles. The instructor will provide structure for sessions through clarifying objectives, facilitating discussion focusing on critical assessment of issues, providing appropriate summaries and linkages to preceding and subsequent content. Student assignments will include clear expectations and opportunities for student selection of most appropriate alternatives. Performance evaluation will be based on objective criteria (where available), and will include identifications of strengths and areas for improvement.

COURSE EXPECTATIONS FOR STUDENTS

Attendance and participation: Students are expected to attend all class sessions. Students are also expected to complete assigned readings prior to each class and to participate in the discussion of the material. The readings will serve as the basis of lectures and provide the information necessary for integration and application of this knowledge for social work practice. Class discussions, group activities and small group work on case application will provide students with the opportunity to explore and clarify critical concepts. Participation and preparation are critical to develop your ability to use conceptual material to your practice.

Assignments

1. Therapeutic Alliance and Structuring the Initial Interview

The purpose of this assignment is to improve your skill in establishing a working alliance with clients. This assignment consists of a series of exercises that develop skills in empathic attunement and use of self. A detailed outline will be passed out in class. 20 points

2. Evidence-based Practice Skills

Purpose of this assignment is to develop specific skills used in evidence based practices with mental disorders. There will be weekly skill development activities over the course of the semester in the areas of education about illness, use of assessment and monitoring tools, treatment planning, cognitive restructuring, behavioral interventions and use of homework in treatment. A detailed outline will be passed out in class. 30 points

3. Case Study

The purpose of this assignment is to develop depth of understanding and skills in evidence based practices for a specific mental health problem e.g. depression, PTSD. The assignment includes additional reading and summary of empirical literature in your area of interest. You will write a case study of your use of an evidence-based practice with a client that includes the presenting problem, goals, assessment and monitoring data. You will present a videotape or audiotape of a session for review with the instructor with a small group of students who focus on the treatment of the same disorder. You will also research community resources available to your chosen area and provide a resource list for other class members. A detailed outline will be passed out in class. 50 points.

ASSIGNMENT	DUE DATE	POINTS
1. Therapeutic Alliance	TBA	20
2. Practice Skills	TBA	30
3. Case Study Presentation	TBA	50

GRADING SCALE

A (95-100) Outstanding/Superior: Exceptional performance that consistently exceed expectations

B+ (90-94) Above average: student consistently meets and occasionally exceeds normal Expectations

B (85-89) Average: Student consistently meets normal expectations for the course

C+ (80-84) Below 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; doesn't meet course Expectation

F (69-below) Very Poor: There is lack of attendance or incomplete assignments. Course Expectations not met.

To complete the course successfully all students must complete and receive a passing grade for each assignment. **Students who are taking this class S/N must earn at least 70 points in order to receive a grade of S.**

Due dates are flexible and extra credit assignments can be arranged with the instructor. **All material must be turned in by December 11, 2001.**

REQUIRED TEXTS:

Barlow, D. (2001). Clinical Handbook of Psychological Disorders. NY: Guilford.

Shea, S. (1998). Psychiatric Interviewing: The Art of Understanding. Philadelphia: Saunders

Weissman, Markowitz, Klerman (2000). Comprehensive Guide to Interpersonal Psychotherapy. NY: Basic Books.

****Students will read additional treatment manuals for a specific disorders to develop greater expertise in treatment of a disorder of your choosing.**

SESSION PLANS

Part I: Foundations of Social Work Practice in Mental Health

Class Session 1 August 23

THERAPEUTIC ALLIANCE

Topics: Introduction to Course
Therapeutic Alliance
Empathy and Use of Self

Required Readings:

Shea, Chapter 1: Interviewing: The Principles Beyond the Art

Handout: Empathic Attunement and Supplemental Functioning

Activity: Developing Basic and Advanced Empathy and Empathic Attunement

Class Session 2 August 30

INITIAL INTERVIEW

Topics: Structuring the Interview

Readings:

Shea, Chapter 2: Dynamic Structure of the Interview

Shea, Chapter 3: Nonverbal Behavior

Activity: Facilies skills building

Class Session 3
September 6

RISK ASSESSMENT: SUICIDE AND HOMICIDE

Topics: Assessment of suicide & homicide

Readings:

Shea, Chapter 8: Exploring Suicidal and Homicidal Ideation

Shea, Chapter 10: The Art of Moving with Resistance

Andreasen & Black, Suicide and violent behavior, chapter 21

Handout: Suicide Assessment Tool and Crisis Intervention Protocol

Activity: Interview skills in suicide & homicide assessment simulations

PART II: EVIDENCE-BASED PRACTICES FOR SPECIFIC MENTAL HEALTH PROBLEMS

Sessions 4 & 5
Sept 13 & 20

MAJOR DEPRESSION

Topics: Introduction to Evidence-Based Practice
Introduction to Cognitive-behavioral treatment
CBT treatment of depression
Medication issues in depression

Required Readings:

Shea, Chapter 5: Interviewing Techniques in Depression and Other Mood Disorders

Padesky, C. (1993). Socratic questioning: Changing minds or guided discovery

Barlow, D. (2001). Depression. Clinical Handbook of Psychological Disorders, 264-308. NY: Guilford.

Practice Guidelines for Major Depressive Disorder www.mentalhealth.com/fr20.html

Practice Guidelines for Major Depression & Bipolar Disorder www.psychguides.org

Video:

Padesky, Guided Discovery

Class Session 6
& 7

August 27 &
October 4

ANXIETY DISORDERS

Topics: Cognitive-behavioral treatment of anxiety
Group treatment
Medications

Required Readings:

Barlow, D. (2001). Clinical Handbook of Psychological Disorders, 1-209. NY: Guilford.
Panic disorder and agoraphobia
Social phobia and Social Anxiety
Generalized Anxiety Disorder
Obsessive Compulsive Disorder.

Video: Treatment of Anxiety

Class Session 8&9
Oct 18 & 25

SEVERE AND PERSISTENT MENTAL ILLNESS

Topics: Therapeutic Management of Psychotic Symptoms
Assertive Community Treatment
Family Psychoeducation
Medication Management

Required Readings:

Shea, Chapter7: Interviewing Techniques While Exploring Psychosis
Novalis, P. (1993). Schizophrenia. Clinical Manual of Supportive Psychotherapy. American Psychiatric Press. Pp.129-153.

Bradshaw, W. (1998) Cognitive-behavioral treatment of schizophrenia: A case study. Journal of Cognitive Psychotherapy, 12, 1, 13-26.

Practice Guidelines for Schizophrenia www.psychguides.org

Handouts: Assertive Community Treatment; Family Psychoeducation

Video: Assertive Community Treatment

Class Session 10
Nov 1

SUBSTANCE ABUSE

Topics: Individual treatment
Family interventions
Group treatment
Medications

Required Readings:

Barlow, D. (2001). Alcoholism. Clinical Handbook of Psychological Disorders, 376-433. NY: Guilford.

Barlow, D. (1993). Cocaine dependence. Clinical Handbook of Psychological Disorders, 334-469.

Class Session 11
Nov 8

INTERPERSONAL PSYCHOTHERAPY OF DEPRESSION

Topics: ITP Theory and Interventions

Required Readings:

Weisman, Markowitz, Klerman: Part I: Conducting Interpersonal Therapy of Depression

Class Session 12
Nov 15

ADAPTATIONS IN INTERPERSONAL THERAPY

Topics: ITP Theory and Interventions

Required Readings:

Weisman, Markowitz, Klerman: Part II: Adaptation for Mood Disorders

Class Session 13

ADAPTATIONS IN INTERPERSONAL THERAPY

Nov 29

Topics: ITP Theory and Interventions

Required Readings:

Weisman, Markowitz, Klerman: Part III: Adaptation for Non Mood Disorders