

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 562 Evidence-based Interpersonal Practice with Adult Individuals

(3 credits)

Fall 2008

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

Instructor: Sarah Hamil, LCSW, RPT-S, ATR-BC

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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.utk.csw.edu)

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*, 2008).

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 2222 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

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 demonstrate (through course activities, assignments, and/or exams):

1. Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3) (*content: cognitive behavioral, motivational interviewing, interpersonal counseling*).
2. Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals (Values and Ethics C.1) (*content: NASW Code of Ethics, ethical principle, ethical dilemma analysis, ethical dilemma resolution strategies; **tolerating ambiguity in ethical conflicts and their resolutions***).
3. Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods (Diversity C.2; CT/EBP C.1) (*content: diversity assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment*).
4. Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1) (*content: cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups*).
5. Articulate and implement a plan for using the steps of evidence-based practice for improving clinical practice (CT/EBP C.4; Practice C.3) (*content: evaluation of research articles, apply the process of EBP through role plays and case-studies*).
6. Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems (Practice C.1; Values and Ethics C.1; (*content: application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis*).
7. Critically analyze the role of social justice in clinical practice with at-risk populations (Populations at Risk and Social Justice C.2 (*content: utilize case studies of at-risk populations for clinical practice role-play, analyze the social justice dimensions of evidence based clinical practices*).

Academic Calendar for Fall Semester 2008

Classes Begin - Wednesday, August 20th

Labor Day (No classes) - Monday, September 1st

Fall Break (No classes) - Thursday-Friday, October 9th -10th

Thanksgiving Break (No classes) - Thursday-Friday, November 27th -28th

Classes End, Tuesday - December 2nd

Required Texts

Corsini, R. J., & Wedding, D. (2008). *Current psychotherapies* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

Cooper, M. & Lesser, J. (2008). *Clinical social work practice: An integrated approach* (3rd ed.). Massachusetts: Allyn & Bacon.

-Additional readings may be found in the Course Reserves

Course Requirements/Grading

Attendance	note policy*
Clinical Assessment of Individuals	20 points
Evidence Based Methods	20 points
Ethics Group Panel/Project	10 points
Midterm Exam	20 points
Project/Presentation	30 points

Assignment of Final Grades

A	94-100 points (indicates superior performance)
B+	87-93.9 points (indicates better than satisfactory performance)
B	82-86.9 points (indicates satisfactory performance)
C+	77-81.9 points (indicates less than satisfactory performance)
C	70-76.9 points (indicates performance well below grad. school standard)

**-Punctual weekly attendance is expected of all graduate students.*

Students must be on time to class, participate in class, and stay for the entire class session. If the student must miss a class, then it is the student's responsibility to obtain all material missed from a classmate. For each class missed over one, the student's final grade is reduced by 5 points (e.g., A student with a final grade of 95/A and 2 absences would earn a 90/B+). Full participation/attending is also expected in on-line assignments and discussion boards. Furthermore, students are required to complete evaluations of student presentations to indicate active engagement and learning.

Course Requirements

Clinical Assessment of Individuals

Skills in clinical evaluation and assessment are crucial for practitioners working with individuals. The needs and strengths of the individual will be assessed by the student and be submitted to the instructor in the form of a professional evaluation using evidence-based standards. The instructor will assist the students in selecting an evaluation format

and in choosing an individual case for assessment. Assessments must be culturally appropriate and adaptive to a diverse client population. Protecting confidentiality and ethical considerations will be discussed.

Course competencies for this course requirement include: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3);(3) Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods (Diversity C.2; CT/EBT C.1); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems(Practice C.1;Values and Ethics C.1)

Evidence Based Practice Methods –Interventions

After assessing an individual the student will establish an evidence-based intervention using the theories discussed in class as a basis for practice methods. This will include a problem statement, as well as establishing a long-term goal and short-term objectives to address the problem. The student must clearly identify the theoretical basis and the evidence based practice standard for the method/intervention selected.

Course competencies for this course requirement include: (2) Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals (Values and Ethics C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.10); (5) Articulate and implement a plan for using the steps of evidence-based practice for improving clinical practice (CT/EBP C.4; Practice C.3); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems(Practice C.1;Values and Ethics C.1)

Ethics Group Panel

Students will be assigned to a group and participate in panel discussions of an ethical dilemma (to be assigned). The group will submit a written report indicating the ethical dilemma as well as the steps taken to establish an appropriate decision/position on the ethical issue. The group will provide the class with a report regarding the dilemma and how the ethical dilemma was resolved. The group must demonstrate evidence of critical thinking strategies and an understanding of the guidelines for ethical decision-making. Students will use the ethical principals and standards of the NASW Code of Ethics as guidance for this assignment.

Course competencies for the Ethics Group Panel requirement include: (2) Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals (Values and ethics C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1); (7) Critically analyze the role of social justice in clinical practice with at-risk populations (Populations at Risk and Social Justice C.2)

Midterm Exam

The midterm exam will focus on the material covered through Session 7. This exam will evaluate the student's understanding of clinical practice theories related to evidence-based practice standards, as well as a thorough knowledge of how to utilize the value base of the social work profession (application of social work ethical standards).

Course competencies for the Midterm Exam include: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (2) Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals (Values and Ethics C.1); (3) Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods (Diversity C.2; CT/EBT C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1) (5) Articulate and implement a plan for using the steps of evidence-based practice for

improving clinical practice (CT/EBP C.4; Practice C.3); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems(Practice C.1;Values and Ethics C.1) (7) Critically analyze the role of social justice in clinical practice with at-risk populations(Populations at Risk and Social Justice C.2)

Project/Presentation

The project will be completed individually and will include researching a current clinical approach in relation to a specific population. This assignment will be designed as a professional presentation. The student will educate the class about the identified problem or population by providing basic information about the identified issue, demonstrating relevant assessment tools, and distributing fact sheets or handouts. ***The student will select a treatment approach and educate the class about the theoretical basis and related evidence based methodology. The student will demonstrate an integrated understanding of how evidence based methods and theories impact Clinical Social Work Practice with Individuals.***

Students will complete comprehensive literature review and ***fully explore the issue and the selected approach.*** Students will turn in a typed outline and bibliography two weeks prior to the presentation date.

- **The project grade will be separated into two components:**

Outline/Bibliography 25%

Presentation 75%

Course competencies for this course requirement include: : (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (3) Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods (Diversity C.2; CT/EBT C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1); (5) Articulate and implement a plan for using the steps of evidence-based practice for improving clinical practice (CT/EBP C.4; Practice C.3); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems (Practice C.1; Values and Ethics C.1) (7) Critically analyze the role of social justice in clinical practice with at-risk populations(Populations at Risk and Social Justice C.2)

Course Outline

Session 1

Introduction to the Course & Review of Course Requirements
Critical Thinking Skills
Introduction to Practice Theories
Introduction to Evidence Based Practice Standards
Ethics and Practice with Individuals
Current Trends: Brief Therapy, Managed Care, HIPPA

The course calendar and due dates for all course requirements will be discussed in the first session.

Readings are to be completed weekly and the instructor will provide additional online readings to support student learning.

Text Readings

Corsini & Wedding: Read chapter 1 for an introduction into current psychotherapies and read chapter 14 regarding integrative psychotherapies. Also read chapter 15 for a review of the contemporary challenges and controversies social workers face in diverse practice settings.

Cooper & Lesser: Read chapters 1 and 2 for an understanding of the theoretical base for clinical social work practice, as well as an overview of the key issues in clinical practice. Also read chapter 14 to become informed about evidence based practice standards and the integrations of research into social work practice with individuals.

Additional Readings:

Dolgoff, R., Loewenberg, F.M. & Harrington, D. (2005). Guidelines for ethical decision making: The decision-making process and tools. (chapter 4). *Ethical Decisions for Social Work Practice*. Belmont, CA: Thomson Brooks/Cole.

- Assignment: Read and be familiar with the NASW Code of Ethics.
<http://www.socialworkers.org>
- Assignment: Mining Report (instructions will be provided in class)

Course Competencies for Session 1: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (2) Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals (Values and Ethics C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.10); (7) Critically analyze the role of social justice in clinical practice with at-risk populations (Populations at Risk and Social Justice C.2)

Session 2

The Clinical Interview and Assessment of Individuals
Mental Health Perspectives and Culturally Competent Practice
Suicide Assessment and Violence Assessment
Crisis Interventions in SW Practice

Text Readings

Copper & Lesser: Read chapter 3 for an overview of the clinical interview and the process of assessment. Also read chapter 4 regarding the psychosocial study as the product of assessment.

Additional Readings:

DeJong P. & Miller, S.D. (1998). How to interview for client strengths (chapter 1). In E.M. Freeman, C.G. Franklin, R. Fong, G. Shaffer, & E. M. Timberlake (Eds). *Multisystem skills and interventions in school social work practice*. NASW Press.

Ell, K., (1996). Crisis theory and social work practice (chapter 8). In F.J. Turner (Ed.). *Social work treatment*. New York: The Free Press.

Course Competencies for Session 2: (3) Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods (Diversity C.2; CT/EBT C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1) (5) Articulate and implement a plan for using the steps of evidence-based practice for improving

clinical practice (CT/EBP C.4; Practice C.3); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems(Practice C.1;Values and Ethics C.1)

Session 3 Psychoanalysis & Historical Perspectives to Clinical Practice
The Clinical Interview and Assessment of Individuals -continued
Culturally Competent Practice –continued

Text Readings

Corsini & Wedding: Read chapter 2 for a thorough description of Psychoanalysis.

Cooper & Lesser: Read chapter 5 to become informed about multicultural practice.

Additional Readings:

Goldstein, E. (1996). Ego psychology theory (chapter 9). In F.J.Turner (Ed.). *Social work treatment*. New York: Free Press.

Course Competencies for Session 3: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (3) Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods (Diversity C.2; CT/EBT C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1)

Session 4 Client Centered Therapy
The Psychodynamic Model
Object Relations Theory, Self Psychology, Psychology of Women

Text Readings

Corsini & Wedding: Read chapter 5 for an in-depth description of client centered therapy.

Cooper & Lesser: Read chapters 6 and 7 regarding relational psychodynamic models including object relations theory, and self-psychology. Also read chapter 8 to learn the relational theory.

Course Competencies for Session 4: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems (Practice C.1; Values and Ethics C.1)

Session 5 Behavioral Therapy
Cognitive Therapy
-Ethics panel reports

Text Readings

Corsini & Wedding: Read chapter 7 and 8 regarding behavior and cognitive therapies.

Cooper & Lesser: Read chapters 9 and 10 for an overview of structural approaches including cognitive and behavior therapies.

Session 6 Family Therapy
 Cross-Cultural Social Work Practice
 Persistent Problems in Childhood
 -Ethics panel reports

Text Readings

Corsini & Wedding: Read chapter 12 for an overview of family therapy. Also carefully note specific content regarding diversity and cultural sensitivity.

Cooper & Lesser: Read chapter 13 for an understanding of clinical practice with children and adolescents.

Session 7 Postmodern Approaches, Narrative Therapy
 Solution-Focused Therapy
 -Ethics panel reports

Text Readings

Corsini & Wedding: Read pages 413-414 regarding narrative therapy.

Cooper & Lesser: Read chapters 11 and 12 for a review of postmodern approaches including narrative therapy and solution focused therapy

Course Competencies for Sessions 5, 6, & 7: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (2) Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals (Values and ethics C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems (Practice C.1; Values and Ethics C.1); (7) Critically analyze the role of social justice in clinical practice with at-risk populations (Populations at Risk and Social Justice C.2)

Session 8 Midterm: Evaluation of Student Progress

The midterm exam will focus on the material covered through Session 7. This exam will evaluate the student's understanding of clinical practice theories related to evidence-based practice standards, as well as a thorough knowledge of how to utilize the value base of the social work profession (application of social work ethical standards).

Course competencies for the Midterm Exam include: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (2) Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals (Values and Ethics C.1); (3) Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods (Diversity C.2; CT/EBT C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1) (5) Articulate and implement a plan for using the steps of evidence-based practice for improving clinical practice (CT/EBP C.4; Practice C.3); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems (Practice C.1; Values and Ethics C.1) (7) Critically analyze the role of social justice in clinical practice with at-risk populations (Populations at Risk and Social Justice C.2)

Session 9

Contemplative Psychotherapies
Alternative Psychotherapies (Art Therapy, Play Therapy, Drama
Therapy, Bibliotherapy)

Text Readings

Corsini & Wedding: Read chapter 13 for information about contemplative psychotherapies and review the content in chapter 14 on integrative psychotherapies.
Cooper & Lesser: Review chapter 14 to ensure understanding of integrating research for evidence-based practice.

Session 10

Service Delivery for Diverse Populations
Individual Needs and Psychopathology

Text Readings

Corsini & Wedding and Cooper & Lesser: Review relevant content for theoretical perspectives used in evidence based practice standards with diverse populations including gay and lesbian clients, at-risk and vulnerable clients, the elderly, disabled and medically frail clients, and mentally ill clients.

Course Competencies for Sessions 9 & 10: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1); (5) Articulate and implement a plan for using the steps of evidence-based practice for improving clinical practice (CT/EBP C.4; Practice C.3); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems (Practice C.1; Values and Ethics C.1)

Sessions 11, 12, 13, 14

Evidenced Based Practice Methods
Student Presentations and Peer Evaluations

Course Competencies for Sessions 11, 12, 13, & 14: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (3) Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods (Diversity C.2; CT/EBT C.1); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1); (5) Articulate and implement a plan for using the steps of evidence-based practice for improving clinical practice (CT/EBP C.4; Practice C.3); (6) Describe the use of evidence based clinical practice theories in assessment, treatment planning, case-conceptualization, and interviewing to resolve unique, ambiguous, value-conflicted, and complex client problems (Practice C.1; Values and Ethics C.1)

Session 15

Vicarious Traumatization, Professional Burnout
Strategies for Managing Stress & Compassion Fatigue
Personal and Professional Development

Course Competencies for Session 15: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3); (2) Judiciously utilize the value base of the social work

*profession and its ethical standards in clinical practice with individuals (Values and ethics C.1);
(5) Articulate and implement a plan for using the steps of evidence-based practice for improving
clinical practice (CT/EBP C.4; Practice C.3)*