

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

***Course #562 Fall 2009
Evidence-Based Interpersonal Practice with Adult Individuals
(3 Credit Hours)***

Instructor information

William Bradshaw, Ph.D.
222 Henson Hall
Office phone: 974-7830
Email: billbradshaw@utk.edu
Office Hours: Tuesday 12:00-1:00pm

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).

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*, 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 2227 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*).

REQUIRED TEXT: Wright, Basco, Thase (Eds.)2005. *Learning cognitive-behavioral therapy: An illustrative guide*. Arlington, VA: American Psychiatric Publishing

Shea, *Psychiatric Interviewing: The Art of Understanding* (1998)WB Saunders Press

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, and will include identifications of strengths and areas for improvement.

If you need help please contact me.

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.

For every class you miss your grade will be reduced 5%.

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.

ASSIGNMENTS

There are four assignments for this class:

- The Initial Interview
- Case History and Case Conceptualization
- Skill development in cognitive-behavioral treatment
- Final Exam-Clinical Interview

1. The Initial Interview (25 points)

The purpose of this assignment is to improve your clinical assessment and interviewing skills through a series of skill development activities.

- Structuring the interview
- Interviewing skills
- Therapeutic Relationship
- Guided discovery
- Diagnostic skills
- Suicide and risk assessment

Competencies

1. Explicate knowledge of selected evidence based clinical practice theories: *cognitive behavioral, motivational interviewing.*
2. Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals: *NASW Code of Ethics, ethical dilemma analysis, ethical dilemma resolution strategies.*
3. Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods: *diversity assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment.*
4. Describe culturally sensitive work with diverse client systems: *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: *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: *assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis.*
7. Critically analyze the role of social justice in clinical practice with at-risk populations: *utilize case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices).*

The initial interview assignment will be scored by the first 7 items in the CTS. The suicide and risk assessment is scored from the Risk Assessment Protocol.

2. Case History and Case Formulation (20 points)

The purpose of this assignment is to develop skills in case conceptualization. The conceptualization brings together seven key domains: diagnosis and symptoms; childhood experiences; situational and interpersonal issues; biological and medical issues; strengths and assets; typical patterns of thoughts, emotions, behaviors and underlying schemas. These factors develop an individualized treatment suited to the client's situation that serves as the working hypothesis that directs treatment

interventions. The Cognitive Formulation Rating Scale will be used to grade the assignment.

Competencies

1. 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: *assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis.*
2. Critically analyze the role of social justice in clinical practice with at-risk populations: *utilize case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices.*

3. Evidence-based Practice Skills (25 points)

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 monitoring tools, cognitive restructuring, behavioral interventions and use of homework in treatment.

Competencies

Explicate knowledge of selected evidence based clinical interventions: Cognitive-behavioral intervention methods

4. Clinical Case Study (30 points)

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 present a case study of a client you work with or in a simulation with a partner in class. This assignment integrates your use and knowledge of evidence-based practice with a client.

Competencies

All 7 course competencies will be assessed. You will present a videotape of a session for review with the instructor. The interview will be scored using the Cognitive Therapy Scale.

ASSIGNMENT	DUE DATE	POINTS
1. Initial Interview		25
2. Case History & Case Conceptualization		
3. Practice Skills		15
4. Case Study Presentation		40

COURSE SCHEDULE

Session 1, August 25

Readings: Learning Cognitive-behavioral therapy
Chapter 1 Basic Principles of CBT
NASW Code of Ethics <http://socialworkers.org/pubs/code/code.asp>

Session 2, September 1

CBT Readings: Learning Cognitive-behavioral therapy
Chapter 2, The Therapeutic Relationship & Structured Interview
Readings Interviewing: The Principles behind the Art

Session 3, September 8

Readings: Learning Cognitive-behavioral therapy
Readings Interviewing: Dynamic Structure of the Interview

Session 4, September 15

Readings: Learning Cognitive-behavioral therapy
Chapter 3, Assessment and Case Formulation
Readings Interviewing: Non-Verbal Behavior

Session 5, September 22

Readings: Learning Cognitive-behavioral therapy
Chapter 4, Structuring and Educating
Readings Interviewing: Assessment Perspectives

Session 6, September 29

Readings: Learning Cognitive-behavioral therapy
Chapter 5, Working with Automatic Thoughts
Readings Interviewing: Techniques in Depression

Session 7, October 6

Readings: Learning Cognitive-behavioral therapy
Chapter 5, Working with Automatic Thoughts
Readings Interviewing Techniques: Psychosis

Session 8, October 13

Readings: Learning Cognitive-behavioral therapy
Chapter 6, Behavioral Methods I
Readings Interviewing Techniques: Personality Disorders

Session 9, October 20

Readings: Learning Cognitive-behavioral therapy
Chapter 7, Behavioral Methods II

Readings Interviewing: Suicidal and Homicidal Ideation

Session 10, October 27

Readings: Learning Cognitive-behavioral therapy
Chapter 7, Behavioral Methods II

Readings Interviewing: Mental Status

Session 11, November 3

Readings: Learning Cognitive-behavioral therapy
Chapter 8, Modifying Schema

Readings Interviewing:

Session 12, November 10

Readings: Learning Cognitive-behavioral therapy
Chapter 9, Common Problems and Pitfalls

Readings Interviewing: Moving with Resistance

Session 13, November 17

Readings: Learning Cognitive-behavioral therapy
Chapter 10, Treating Chronic, Severe or Complex disorders

Session 14, November 24

Readings: Learning Cognitive-behavioral therapy
Chapter 10, Treating Chronic, Severe or Complex disorders

Session 15, December 1

Readings: Learning Cognitive-behavioral therapy
Chapter 10, Building Competence in CBT

Course Wrap-Up