

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

**SW 562 Evidence-based Interpersonal Practice with Adult Individuals**

**Professor:** Dr. R. Lyle Cooper  
**Contact:** (615)782-6135 (office)  
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**Day:** Variable  
**Office Hours:** Feel free to call between  
9AM and 7PM Monday through Friday

**Prerequisite(s):** 510, 512, 513, 517, 519, 520, 522, 537, 538, 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.utk.csw.edu](http://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*).

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 high lighting 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*)).

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK  
NASHVILLE CAMPUS**

**Distance Education**

**Required Texts**

Miller, W.R., & Rollnick, S. (2002). *Motivational Interviewing: Preparing people for Change*. Guilford: New York.

Beck J.S. (1995). *Cognitive Therapy: Basics and Beyond*. Guilford: New York.

Weissman. M.M., Markowitz, J.C., & Klerman, G.L. (2007). *Clinicians Quick Guide to Interpersonal Psychotherapy*. Oxford University Press: New York.

**Distance Education Format:** 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 and a minimum number of face to face sessions 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, the three Saturday 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 and face to face sessions. Sessions that are indicated to be: **Asynchronous online** can be completed any time during that week, and typically will consist of viewing a PowerPoint presentation, completing readings, viewing videos, and/or completing an assignment (quiz, discussion board, worksheet etc.)

**Synchronous online** require that you be online on the date and time indicated. These courses are always conducted using the UT Live Online system and links for each course using this technology will be available on the BlackBoard site for this course.

**Face to face** Saturday classes will be scheduled to allow for role play and live observation of your practice skills.

**COURSE REQUIREMENTS/GRADING**

The course grade will be based on five online quizzes, five worksheets, and one live observation done during a face to face session demonstrating one of the clinical practices taught in class, motivational interviewing, cognitive therapy, or interpersonal psychotherapy. A description of this assignment is available on BlackBoard, please review it prior to the first session and choose the practice you would like demonstrate. Students are expected to read the assigned articles/chapters thoughtfully and attend class sessions prepared to ask questions, make comments and add to the overall discussion. The course grade will be computed as follows:

Quizzes 5 @ 5 points apiece	25%
Worksheets 5 @ 10 points apiece	50%
Live observation	25%

## **Quizzes**

**Quiz 1:** This quiz covers readings and class discussions related to: (a) application of the values and ethics of social work practice to clinical practice, (b) implementation of culturally sensitive practice, and (c) the role of social justice in clinical practice with at risk populations.

**Quiz 2:** This quiz covers readings and class discussions related to: (a) the theory underlying cognitive behavioral therapy (CBT) and (b) assessment and case conceptualization using a CBT practice framework.

**Quiz 3:** This quiz covers readings and class discussions related to: (a) implementation of CBT in clinical practice with populations at risk and (b) identifying symptoms indicating CBT as an appropriate evidence based intervention.

**Quiz 4:** This quiz covers readings and class discussions related to: (a) the theory underlying interpersonal psychotherapy (IPT) and (b) assessment and case conceptualization using a IPT practice framework.

**Quiz 5:** This quiz covers readings and class discussions related to: (a) implementation of IPT in clinical practice with populations at risk and (b) identifying symptoms indicating IPT as appropriate evidence based intervention.

## **Worksheets**

**Worksheet 1:** This worksheet will cover readings and class discussions related to the Transtheoretical model of change which underlies the evidence based practice of motivational interviewing (MI). Students will consider a behavior they have changed in light of this model.

**Worksheet 2:** This worksheet will cover readings and class discussions related to: (a) implementation of MI with populations at risk and (b) assessment and case conceptualization using an MI practice framework. Students will watch a video and identify the pertinent elements of MI demonstrated in the video.

**Worksheet 3:** This worksheet will cover readings and class discussions related to: (a) identifying the “spirit of MI” demonstrated in a video of a counselor applying the practice using the Motivational Interviewing Treatment Integrity measures global ratings.

**Worksheet 4:** This worksheet will cover readings and class discussions related to the application of CBT to clinical practice with at risk populations by identifying specific elements of CBT through the video.

**Worksheet 5:** This worksheet will cover readings and class discussions related to the application of IPT to clinical practice with at risk populations by identifying specific elements of IPT through the video.

## **Live Observation**

Students will select one of the three clinical practices covered in class, either MI, CBT, or IPT. The student will then role play a session with a simulated client demonstrating their ability to apply the chosen practice to assessment, case-conceptualization, and intervention.

## **EVALUATION PROCEDURES AND GRADES**

- A (95-100) Outstanding/Superior. Exceptional performance. Consistently exceeds expectations.
- B+ (90-94) Very Good. Student consistently meets, and occasionally exceeds, normal expectations for the course.
- B (85-89) Good. Student consistently meets normal expectations for the course.
- C+ (80-84) 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. Student does not meet course expectations.
- F (69-Below) Very Poor. There is a lack of attendance or incomplete assignments. Course expectations are not met.

### **COURSE OUTLINE**

**WEEK #1** Introduction to the Course, Ethics and Cultural Competence

8/25 **Synchronous Online 5:30-8:00**

Text Readings: **Miller and Rollnick (2002). MI**

Chapter 12: Ethical Considerations (pp. 161-178)

Readings on BB: NASW (1996). *NASW Code of Ethics*. New York: NASW Press.

Speicher, M. (1998). Ethical reasoning and ethical awareness. *Clinical Social Work Journal*, 4, 427-432.

Brinson, J.A., Brew, L., & Denby, R. (2008). Real scenarios and complementary lectures: A classroom training approach to increase awareness, knowledge, and skill. *Journal of Counseling and Development*, 86, 11-17.

**Assignment:** QUIZ #1 To be completed by 9/8/09

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**WEEK #2** Transtheoretical Model of Change, and Intro to the Practice of Motivational Interviewing

9/8 **Asynchronous Online**

Text Readings: **Miller and Rollnick (2002). MI**

Chapter 1: Why do people change (pp. 3-12)

Chapter 2: Ambivalence: The dilemma of change (pp. 13-19)

Chapter 3: Facilitating change (pp. 20-32)

Chapter 4: What is MI (pp. 33-42)

Chapter 15: MI and the Stages of Change (pp. 201-216)

Chapter 5: Change and resistance: opposite sides of a coin (pp. 43-51)

Video- Miller and Rollnick discuss the TTM

**Assignment:** Complete the Transtheoretical Model Worksheet and put in digital drop box by 9/15/09

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**WEEK #4** The Practice of Motivational Interviewing

9/15 **Synchronous Online 5:30-8:00**

Text Readings: **Miller and Rollnick (2002). MI**

Chapter 6: Phase 1: Building motivation for change (pp. 52-84)

Chapter 7: Responding to change talk (pp. 85-97)

Chapter 8: Responding to resistance (pp. 98-110)

Chapter 9: Enhancing confidence (pp. 111-125)

Video - Moyer Interview (Rounder)

**Assignment:** Video Worksheet and put in digital drop box by 9/26/09

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**WEEK #5** The Practice of Motivational Interviewing (Cont'd)

9/26 **Face to Face 10-2:30**

Text Readings: **Miller & Rollnick (2002). MI**

Chapter 10: Phase 2: Strengthening commitment to change (pp. 126-139)

Chapter 11: A practical example (pp. 140-160)

Video- Miller Interview (Ponytail) **(WATCH BEFORE CLASS)**

**Assignment:** Complete MI Global Rating Skill Worksheet on Ponytail and turned in after class and Motivational Interviewing Live Observations

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**WEEK #6** Cognitive Theory and the Therapy Model

9/29 **Asynchronous Online**

Text Readings: **Beck (1995). Cognitive Therapy**

Chapter 1: Introduction (pp. 1-12)

Chapter 2: Cognitive conceptualization (pp. 13-24)

Chapter 3: Structure of the first therapy session (pp. 25-44)

Chapter 4: Session 2 and beyond: Structure and format (pp. 45-62)

Chapter 5: Problems with structuring the therapy session (pp. 63-74)

**Assignment:** QUIZ #2 To be completed by 10/6/09

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**WEEK #7** The Practice of Cognitive Therapy

10/6 **Asynchronous Online**

Text Readings: **Beck (1995). Cognitive Therapy**

Chapter 6: Identifying automatic thoughts (pp. 75-93)

Chapter 7: Identifying emotions (pp. 94-104)

Chapter 8: Evaluating automatic thoughts (pp. 105-124)

Chapter 9: Responding to automatic thoughts (pp. 125-136)

Chapter 10: Identifying and modifying intermediate beliefs (pp. 137-165)

Chapter 11: Core beliefs (pp. 166-192)

Video- Meichenbaum, D. Mixed Anxiety and Depression: A Cognitive Behavioral Approach

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**WEEK #8** The Practice of CT

10/13 **Synchronous Online 5:30-8:00**

Text Readings: **Beck (1995). Cognitive Therapy**

Chapter 12: Additional cognitive and behavioral techniques (pp. 193-228)

Chapter 13: Imagery (pp. 229-247)

Chapter 14: Homework (pp. 248-268)

Chapter 15: Termination and relapse prevention (pp. 269-283)

**Assignment:** QUIZ #3 to be completed by 10/24/09

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**WEEK #9** The Practice of CT Cont'd

10/24 **Face to Face 10-2:30**

Text Readings: **Beck (1995). Cognitive Therapy**

Chapter 16: Treatment planning (pp. 284-299)

Chapter 17: Problems in therapy (pp. 300-311)

Chapter 18: Progressing as a cognitive therapist (pp. 312-314)

**Assignment:** CT Session Worksheet due after class and CBT Live Observations

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**WEEK #10** Introduction to Interpersonal Psychotherapy

10/27 **Asynchronous Online**

Text Readings: **Weissman, Markowitz, & Klerman. (2007). IPT**

Chapter 1: What is IPT (pp. 3-11)

Chapter 2: Beginning IPT (pp. 12-28)

Chapter 3: Grief (pp. 29-36)

Chapter 4: Interpersonal Disputes (pp. 37-42)

Chapter 5: Role Transitions (pp. 43-50)

Chapter 6: Interpersonal Deficits (pp. 51-59)

**Assignment:** QUIZ #4 completed by 11/3/09

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**WEEK #11** The practice of IPT

11/3 **Synchronous Online 5:30-8:00**

Text Readings: **Weissman, Markowitz, & Klerman. (2007). IPT**

Chapter 7: Termination (pp. 59-62)

Chapter 8: Techniques in IPT and the therapists role (pp. 63-68)

Chapter 9: Common therapeutic issues and patient questions (pp. 69-86)

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**WEEK #12** IPT and Mood Disorders

11/10 **Asynchronous Online**

Text Readings: **Weissman, Markowitz, & Klerman. (2007). IPT**

Section II- Adaptations of IPT for Mood Disorders (pp. 87-128)

Video- IPT with Depressed Older Adults

**Assignment:** Complete IPT Session Worksheet and put in Digital Drop Box by 11/21/08

**Assignment:** QUIZ #5 to be completed by 11/21/09

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**WEEK #13** IPT for Non-Mood Disorders

11/21 **Face to Face 10-2:30**

Text Readings: **Weissman, Markowitz, & Klerman. (2007). IPT**

Section III- Adaptations of IPT for Non-Mood Disorders (pp. 129-148)

Chapter 22: IPT Across cultures and in developing countries (pp. 149-160)

**Assignment:** IPT Live observations

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