

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

**SW 562 Evidence-based Interpersonal Practice with Adult Individuals
(3 credits)**

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



Mental health problems do not affect three or four out of every five persons, but one out of one. ~William Menninger

Anybody who is 25 or 30 years old has physical scars from all sorts of things, from tuberculosis to polio. It's the same with the mind. ~Moses R. Kaufman

Professor: David Dia, Ph.D., LCSW, CCBT

Class: Mondays 5:30 to 8:30 p.m.

Office Hours: Mondays 2 to 4

Tuesdays 2 to 4

Or by appointment

Office Telephone: 448-4431

Class Location: 150

Office Room #: 612E

Email: ddia@utk.edu

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*, 2009).

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*).

Required Textbook:

Roberts, A. R. (Ed.). (2009). *Social Workers' Desk Reference* (2nd ed.). New York: Oxford University Press.

Course Requirements:

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| Class Participation / Attendance | See below |
| Two Reading Quizzes (Averaged) | 20% |
| Research Paper | 20% |
| Group Presentation | 20% |
| Final Exam | 40% |

Description of Course Requirements:

Class Participation and Attendance

In order for the class to be more dynamic and meaningful to all students, class attendance and participation is expected. This also includes keeping your cell phone's ringer turned off and **not checking or sending text messages** during class. Please wait for the break. We will frequently utilize role-plays to practice skills and techniques. If you must miss a class, you are responsible for obtaining the material missed from a classmate. It is expected that you will not have to miss more than one class during the semester. For each additional class missed over one, your final grade is reduced by 5%. (e.g., A student who has earned a final class grade of 90%, but missed two classes, the final grade is reduced to 85%).

(content: cognitive behavioral, motivational interviewing, interpersonal counseling, NASW Code of Ethics, ethical principle, ethical dilemma analysis, ethical dilemma resolution strategies; tolerating ambiguity in ethical conflicts and their resolutions diversity assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment, cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups, evaluation of research articles, apply the process of EBP through role plays and case-studies application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis

utilizing case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices).

Reading Quizzes

Research has demonstrated that one of the most effective ways to ensure that students are doing their reading is to have unannounced reading quizzes. You will be given two over the semester – 4 to 5, short-answer type questions. If you miss a quiz, you will be given a topic and asked to write an APA style paper, 2 to 3 pages in length.

(content: cognitive behavioral, motivational interviewing, interpersonal counseling, NASW Code of Ethics, ethical principle, ethical dilemma analysis, ethical dilemma resolution strategies; tolerating ambiguity in ethical conflicts and their resolutions diversity assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups, evaluation of research articles, apply the process of EBP through role plays and case-studies application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis utilizing case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices).

Research Paper – Evidenced Based Practice

Based on the class discussions and readings, develop a clinical question about a topic that you would like to know more about. The topic should be related to your current practice interest. **The topic and clinical question must be approved by me.** Use the steps of EBP to answer your question. You do not have to do steps 1 and 7. You only need to find 2 peer-reviewed articles.

The seven steps of evidence-based practice are (Gibbs, 2003):

- 1) Becoming motivated to apply evidence-based practice.
- 2) Converting information needs into a well-formulated answerable question.
- 3) Tracking down with maximum efficiency the best evidence with which to answer the question.
- 4) Critically appraising the evidence for its validity and usefulness.
- 5) Applying the results of this evidence appraisal to policy/practice.
- 6) Evaluating performance.
- 7) Teaching others to do the same.

Sample Outline:

- I. Describe your topic
 - a. Why is this a problem?
 - b. What question are you trying to answer and why (Gibbs step 2)?
- II. Where did you look (Gibbs step 3)?
 - a. What type of studies are you looking for? Why this type?
 - b. What data bases did you search? Internet sites?

- c. What search terms did you use?
- III. Critically Appraise the Evidence (Gibbs step 4)
 - a. Using the Critical thinking template for studies would be good to use here.
- IV. How will you use the information to answer your question (Gibbs step 5)?
 - a. What did you learn?
 - b. What are the practice implications?
- V. Evaluate your performance in the process
 - a. What worked?
 - b. What can be improved?

General Comments on Written Assignment

- 1) Please use Times New Roman (or similar font), size 12, and use black ink. Use double spacing throughout the document. Please do not put more spacing between headings and paragraphs.
- 2) Please staple a cover page to each assignment that contains your name, course and assignment name.
- 3) Late assignments will be automatically marked down by 5%.
- 4) Poor grammar / typos can result in a reduction in your grade on that assignment.
- 5) A hard copy of the assignment is to be handed in during the class it is due.
- 6) Please use APA style (e.g., 1 inch margins, appropriate headings, references, and citations).
- 7) **Do not cut and paste text from the internet or from articles.**

(content: cognitive behavioral, motivational interviewing, interpersonal counseling, NASW Code of Ethics, ethical principle, ethical dilemma analysis, ethical dilemma resolution strategies; tolerating ambiguity in ethical conflicts and their resolutions, evaluation of research articles, apply the process of EBP through role plays and case-studies)

Group Presentation – Special Populations

With your small group (It will be assigned during the first or second class), choose one of the chapters on vulnerable populations and persons at risk (Chapters 136 through 143). Do a short power point presentation on important information that one would need to know to work effectively with this population. Next, lead a group discussion where you will ask audience members about their experiences working with that population or persons at risk. There is no paper to turn in with this assignment or extra research beyond your book. Please make sure I have a copy of the PowerPoint presentation with all group members' names on the title slide.

(content: utilize case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices; cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups, cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups, evaluation of research articles, apply the process of EBP through role plays and case-studies application of research findings to clinical practice, assessment, treatment)

planning, interviewing, case-conceptualization, ethical dilemma analysis utilizing case studies of at-risk populations for clinical practice role play).

Final Exam

Students will complete a comprehensive final during the last class. The examination will be based on a case study. There will be one question from each competency area where the student will write a short essay. Poor grammar / spelling and legibility can detract from the grade.

(content: cognitive behavioral, motivational interviewing, interpersonal counseling, NASW Code of Ethics, ethical principle, ethical dilemma analysis, ethical dilemma resolution strategies; tolerating ambiguity in ethical conflicts and their resolutions diversity assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment, cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups, evaluation of research articles, apply the process of EBP through role plays and case-studies application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis utilizing case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices).

Assignment of Final Grades

- A 92-100 (indicates superior performance)
- B+ 87-91 (indicates better than satisfactory performance)
- B 82-86 (indicates satisfactory performance)
- C+ 77-81 (indicates less than satisfactory performance)
- C 70-76 (indicates performance well below graduate school standard)

Module 1: Getting ready to Practice Responsibly

(content: NASW Code of Ethics, ethical principle, ethical dilemma analysis, ethical dilemma resolution strategies; tolerating ambiguity in ethical conflicts and their resolutions diversity assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment, cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups, evaluation of research articles, apply the process of EBP through role plays and case-studies application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis utilizing case studies of at-risk populations for clinical practice role play).

August 24 Evidenced Based Practice and Evidenced Based Practices

Chapters 161, 162, 163, 164

August 31 Ethics and Malpractice

Chapters 14, 15, and 16

Module 2: Learning theories and therapies

(content: cognitive behavioral, motivational interviewing, interpersonal counseling, tolerating ambiguity in ethical conflicts and their resolutions diversity assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment, cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups apply the process of EBP through role plays and case-studies application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization).

September 7 No Class – Labor Day

September 14 Assessment -- Chapters 45 and 51

September 21 Crisis Intervention -- Chapter 25

September 28 Motivational Interviewing -- Chapter 91

October 5 Solution Focused Therapy -- Chapter 33

October 12 Interpersonal Psychotherapy –

Sloan, G. et al. (2009). An overview and history of interpersonal psychotherapy
Nursing Standard, 23, 44-49.

October 19 CBT -- Chapter 31 and 83

Module 3: Applying the theories and therapies to problems and populations

(content: cognitive behavioral, motivational interviewing, interpersonal counseling, NASW Code of Ethics, ethical principle, ethical dilemma analysis, ethical dilemma resolution strategies; tolerating ambiguity in ethical conflicts and their resolutions diversity assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment, cultural competency, professional use of self, modify clinical interventions for implementation with diverse groups, evaluation of research articles, apply the process of EBP through role plays and case-studies application of research findings to clinical practice, assessment, treatment planning, interviewing, case-conceptualization, ethical dilemma analysis utilizing case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices).

October 26 Eating Disorders

Chapter 75

November 2 Schizophrenia

Chapter 71 and 95

November 9 PTSD and Dissociative Disorders

Chapters 79 and 80

Research Papers due

November 16 Student Presentations – Population Focused

November 23 Student Presentations – Population Focused

November 30 **FINAL EXAMINATION**