

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

Professor: Samuel A. MacMaster, Ph.D. **Day:** Tuesday
Contact: smacmast@utk.edu **Hours:** 9:00-12:00

SW 562 Evidence-based Interpersonal Practice with Adult Individuals

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)

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 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 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*).

NASHVILLE CAMPUS

SW 562: Evidence-Based Interpersonal Practice with Adult Individuals (3 credit hours)

REQUIRED TEXTS—Need Access to the following:

Arkowitz, H., Westra, H.A., Miller, W.R., & Rollnick, S. (2007). *Motivational interviewing in the treatment of psychological problems*. New York: Guilford Press

Beck, A., T. (1987). *Cognitive therapy of depression*. New York: Guildford Press (paperback)

Weissman, M.M., Markowitz, J.C., & Klerman, G.L. (2000). *Comprehensive guide to interpersonal psychotherapy*. New York: Basic Books

COURSE REQUIREMENTS/GRADING

The course grade will be based on seven online discussion boards, (each measuring demonstration of mastery of each of the seven competencies) a final paper, and case presentation demonstrating the ability to synthesize all of the seven competencies as they relate to a clinical setting. A description of these assignments are available on BlackBoard. 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:

Discussion Boards	25%
Final Paper	50%
Case Presentation	25%

Discussion Boards will cover the competencies in the following ways:

DB1: Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3) (*content: cognitive behavioral, motivational interviewing, interpersonal counseling*)

DB2: 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*).

DB3: 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*).

DB4: 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*).

DB5: 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*).

DB6: 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*).

DB7: 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*).

The final paper and case presentation will demonstrate the ability to synthesize the following seven competencies:

1. Explicate knowledge of selected evidence based clinical practice theories (CT/EBP C.3) (*content: cognitive behavioral, motivational interviewing, interpersonal counseling*)
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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*).

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

- UNIT #1**
9-1 Introduction to the Course, Ethics and Cultural Competence
Overview of using theory in practice
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.
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- UNIT #2**
9-8 Transtheoretical Model of Change, and Intro to the Practice of
Motivational Interviewing
Arkowitz, et al. (2007). MI in the TX of Psychological Problems
Chapter 1: *Learning, applying, and extending MI* (pp. 1-25)
Miller, W.R. (1996). Motivational Interviewing: Research, practice,
and puzzles. *Addictive Behaviors*, 21, 835-842.
Prochaska, Redding, Harlow, Rossi, & Velicer (1994). The
Transtheoretical model of change and HIV prevention: A review.
Health Education Behavior, 21, 471-486.
Rollnick, Miller, & Butler (2008). Motivational Interviewing in
Health Care
Chapter 3: Practicing motivational interviewing (pp. 33-43)
Chapter 4: Asking (pp. 44-64)
Chapter 5: Listening (pp. 65-85)
Video Moyer Interview (Rounder)
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- UNIT #3**
9-15 The Practice of Motivational Interviewing
Arkowitz, et al. (2007). MI in the TX of Psychological Problems
Chapter 2: Integrating motivational interviewing into the treatment
of anxiety (pp. 26-56)
Chapter 4: Motivating treatment-refusing patients with OCD (pp. 85
108)
Chapter 5: Motivational interviewing as a prelude to psychotherapy
of depression (pp. 109-144)
Miller & Rollnick (2002). Motivational interviewing.

Chapter 9: Enhancing Confidence (pp. 111-125)
Chapter 10: Phase 2: Strengthening commitment to change (pp. 126-139)
Video Miller and Rollnick discuss the TTM

UNIT #4
9-22 The Practice of Motivational Interviewing (Cont'd)
Arkowitz, et al. (2007). MI in the TX of Psychological Problems
Chapter 9: Motivational interviewing in the treatment of problem
 and pathological gambling (pp. 225-248)
Chapter 10: Motivational interviewing for medication adherence in
 individuals with schizophrenia (pp. 248-276)
Chapter 11: Motivational interviewing with dually diagnosed
 patients (pp. 277-303)
Chapter 8: Motivational Interviewing in the Management of Eating
 Disorders (pp. 194-224)

UNIT #5
9-29 Cognitive Theory and the Therapy Model
Beck, Rush, Shaw, & Emery. (1979). Cognitive therapy of
 depression
Chapter 1: An Overview (pp. 1-33)
Chapter 2: The Role of Emotions in Cognitive Therapy (pp.34-44)
Chapter 3: The Therapeutic Relationship: Application of Cognitive
 Therapy (pp. 45-60)
Chapter 4: Structure of the Therapeutic Interview (pp. 61-86)

UNIT #6
10-6 Session by Session Description of CT
 Beck, Rush, Shaw, & Emery.
 Chapter 5: The Initial Interview (pp.87-103)
 Chapter 6: Session by Session Treatment (pp. 104-116)
 Chapter 7: Application of Behavioral Techniques (pp. 117-
141)
 Chapter 8: Cognitive Techniques (pp. 142-166)
Video- Meichenbaum, D. Mixed Anxiety and Depression: A
 Cognitive Behavioral Approach

UNIT #7
10-13 The Practice of CT
 Beck, Rush, Shaw, & Emery.
 Chapter 9: Focus on Target Symptoms (167-208)
 Chapter 10: Specific Techniques for the Suicidal Patient (pp. 209-
 224)
 Chapter 11: Interview with a Depressed Patient (pp. 225-243)
 Chapter 12: Depressogenic Assumptions (pp. 244-271)
 Rodriguez, L.J. (2007). A closer look: The benefits and
 effectiveness of cognitive behavioral therapy on a female-specific
 unit for treatment of bipolar disorder. Issues in Mental Health
 Nursing, 28, 533-542.

UNIT #8 Introduction to Interpersonal Psychotherapy
10-20 Weissman, Markowitz, & Klerman. (2000). Comprehensive guide to interpersonal psychotherapy.
Chapter 1: An Outline of IPT (pp. 19-26)
Chapter 2: The Initial Phase (pp. 27-60)
Chapter 3: Grief (Complicated Bereavement) (pp. 61-74)
Chapter 4: Interpersonal Role Disputes (pp. 75-88)
Chapter 5: Role Transitions (pp. 89-102)

UNIT #9 Introduction to Interpersonal Psychotherapy Cont'd
Weissman, Markowitz, & Klerman. (2000).
Chapter 6: Interpersonal Deficits (pp. 103-116)
Chapter 7: Termination of Treatment (pp. 117-122)
Chapter 8: Specific Techniques (pp. 123-138)
Chapter 9: Common Problems (pp. 139-162)
Chapter 10: Efficacy Data for Acute Major Depression (pp. 163-172)

UNIT #10 The Practice of Interpersonal Psychotherapy
11-3 Weissman, Markowitz, & Klerman.
Chapter 11: Maintenance IPT for Recurrent Major Depression (pp. 173-184)
Chapter 12: IPT for Dysthymic Disorder (pp. 185-194)
Chapter 13: IPT for Depressed Adolescents (pp. 195-212)
Chapter 14: IPT for Late Life Depression (pp. 213-222)
Chapter 16: Bipolar Disorder (pp. 267-278)

11-10 Weissman, Markowitz, & Klerman
Chapter 17: Primary Care and Mentally Ill Patients (pp. 279-288)
Chapter 18: IPT for Depressed HIV Positive Patients (pp. 289-298)
Chapter 19: Depressed Ante- and Post-Partum Patients (pp. 299-310)
Chapter 20: Substance Use Disorders (pp. 311-316)
Chapter 21: Eating Disorders: Bulimia and Anorexia (pp. 317-328)
Chapter 22: Anxiety Disorders (pp. 329-340)
Video IPT with Depressed Older Adults

11-17 Student Presentations

11-24 Student Presentations
