

**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

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*).

Professor: William (Bill) Nugent, Ph.D. **Day:** Thursday 12:20 to 3:20 PM
Contact: 974-3802 email: wnugent@utk.edu 206 Henson Hall
Office: 308 Henson Hall

Required Texts (on sale at bookstore in University Center):

Farmer, R., & Chapman, A. (2008). *Behavioral interventions in cognitive-behavior therapy: Practical guidance for putting theory into action*. Washington, D.C.: American Psychological Association.

Morrison, J. (1997). *When psychological problems mask medical disorders*. New York: Guilford.

Supplemental Readings

There will be supplemental readings from texts (other than the main course texts), journal articles, and online sources, including but not necessarily limited to:

Kirk, S. (Ed.). (2005). *Mental disorders in the social environment: Critical perspectives*. New York: Columbia University Press.

Barlow, D. (2002). *Anxiety and its disorders* (2nd ed.). New York: Guilford.

Whitaker, R. (2002). *Mad in America: Bad science, bad medicine, and the enduring mistreatment of the mentally ill*. Cambridge, MA: Perseus.

Corcoran, J., & Walsh, J. (2006). *Clinical assessment and diagnosis in social work practice*. New York: Oxford University Press.

Beck, J. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.

Nugent, W. (2008). Assessment and Data Collection. In Rowe, W., Rapp-Paglicci, Sowers, K., & Dulmus, C. (Eds.). *Comprehensive handbook of social work and social welfare: Social work practice* (pp. 46 – 77). New York: John Wiley.

Offer, D., & Sabshin, M. (1991). *The diversity of normal behavior*. New York: Basic Books.

Surgeon General's report on Culture, Race, Ethnicity: available online at: www.mentalhealth.samhsa.gov/cre/ . This will also be posted on Blackboard under Course Materials.

Surgeon General's Report on Mental Health, chapter 2 (Fundamentals): available online at: <http://www.surgeongeneral.gov/library/mentalhealth/chapter2/sec1.html> . This will also be posted on Blackboard under Course Materials.

Cross cultural communication

<http://www.beyondintractability.org/action/essay.jsp?id=26228&nid=1188>

Communication tools for understanding cultural differences

<http://www.beyondintractability.org/action/essay.jsp?id=26721&nid=1189>

Rosen, D. (1973). *On being sane in insane places*. Available Online: HYPERLINK "<http://psychrights.org/Articles/Rosenham.htm>"

<http://psychrights.org/Articles/Rosenham.htm> or RLINK
 "http://www.stanford.edu/~kocabas/onbeingsane.pdf"
<http://www.stanford.edu/~kocabas/onbeingsane.pdf>

There will also be readings from journal articles and other sources assigned by the course instructor. Many of these will be posted on Blackboard. Others will be on reserve in the Ph.D. Program office (313 Henson Hall).

Course Requirements/Grading:

Midterm and Final Exams (40% total)	20% each
Home Work Assignment on Diagnostic Issues	15%
Suicide Risk Assessment take-home exam	15%
Discussion Boards	15%
Critical Thinking paper on selection of an intervention	15%
	100%

Note that this grading is a weighted average, and not the un-weighted average with which you are familiar. Your final course grade average will be given by,

$$final\ grade = \frac{(.2 \times midtermexam) + (.2 \times finalexam) + (.15 \times diagnosticissues) + (.15 \times suicidexam) + (.15 \times discussionboards)}{.2 + .2 + .15 + .15 + .15 + .15}$$

Assignment of Final Grades

- A 92-100 (indicates superior performance)
- B+ 87-91.99 (indicates better than satisfactory performance)
- B 80-86.99 (indicates satisfactory performance)
- C+ 75-79.99 (indicates less than satisfactory performance)
- C 70-74.99 (indicates performance well below graduate school level)
- D 64-69.99 (failure at graduate school level)
- F below 64 (failure)

Description of Course Requirements:

Exams

There will be two exams, one at about the middle of the semester and the second at the end of the term. The first exam will cover material up to midterm time, while the final will be cumulative over the semester. Both exams will be taken on Blackboard.

(The exams will contain items that will assess each of the seven competencies 1 – 7 identified above)

Homework Assignment: Critically thinking about diagnosis: The PPV and NPV of a Diagnosis

There are a number of important issues you need to understand about a diagnosis in order to be able to accurately interpret what a diagnosis is telling you. These include clearly understanding the important issues of base, or prevalence, rates; the sensitivity, specificity, false negative rate, and false positive rate of diagnostic procedures; and the positive predictive value and negative predictive value of a diagnosis. You will do a home work assignment, to be given out in class, in which you will do some exercises to help you to understand, and to be able to use, these important concepts. This activity will include the need to do a literature search on the prevalence of a medical or mental health disorder in a given population; a search for a diagnostic procedure that can be used to identify the presence of this disorder, including information on the sensitivity and specificity associated with the diagnostic procedure; and a search for information on racial/ethnic and other possible biases associated with the diagnostic procedure. *(This assignment will help assess course competency three above, “Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods” (Diversity C.2; CT/EBP C.1); and number six, “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).*

Discussion Boards

You will be involved in at least two discussion boards during the course of the semester. The first will be a discussion of the various ways in which bias can occur in the “diagnosis” of a client’s “disorder”, including racial/ethnic, age, and gender biases. The second will be a discussion of the pros and cons of the use of diagnostic classifications, such as the DSM system, versus dimensional assessments.

(These assignments will help assess competencies number three, “Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods” (Diversity C.2; CT/EBP C.1); number four, “Describe culturally sensitive work with diverse client systems” (Diversity C.2; Practice C.1); number six, “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); and number seven, “Critically analyze the role of social justice in clinical practice with at-risk populations” (Populations at Risk and Social Justice C.2).

Take-Home Exam on Suicide Risk Assessment

You will be given a take-home exam on suicide risk assessment. This exam will

be handed out in class.

(This assignment will help assess competency number one from above, “Explicate knowledge of selected evidence based clinical practice theories” (CT/EBP C.3); number two, “Judiciously utilize the value base of the social work profession and its ethical standards in clinical practice with individuals” (Values and Ethics C.1); number three, “Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods” (Diversity C.2; CT/EBP C.1); and number six, “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); and number seven, “Critically analyze the role of social justice in clinical practice with at-risk populations” (Populations at Risk and Social Justice C.2).

Critical Thinking Paper on Intervention Selection

In this paper you will identify an intervention that might be used with a particular client and a particular problem (eg., interoceptive exposure for panic attacks experienced by an African-American female). You will then “research” this intervention, looking for evidence supporting the use of this intervention and for evidence contra-indicating the use of this intervention. You will then write a paper in which you: (1) summarize the evidence supporting the use of the intervention; (2) summarize the evidence contra-indicating the use of this intervention; and then (3) conclude with a recommendation as to whether this intervention should be used, along with a justification, based upon the evidence you have found, for your recommendation. This paper must be written in APA style, and should not be longer than 10 pages (not including references).

(This assignment will help assess course competencies number one, “Explicate knowledge of selected evidence based clinical practice theories” (CT/EBP C.3); number three, “Articulate clinical assessment with diverse groups of clients using evidence based assessment measures and methods” (Diversity C.2; CT/EBP C.1); number five, “Articulate and implement a plan for using the steps of evidence-based practice for improving clinical practice” (CT/EBP C.4; Practice C.3); number six, “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); and number seven, “

TENTATIVE COURSE OUTLINE and READINGS

Topic: What is mental health? What is mental illness? What is a mental disorder?

Readings

Farmer & Chapman: Chapter 1 (Introduction).

Kirk: Chapters 7 (Assessing the scientific status of schizophrenia).

Whitaker: Chapter 1 (Bedlam in medicine).

Morrison: Introduction

Corcoran & Walsh: Chapter 2 (pp. 2 – 16).

Offer & Sabshin: Chapter 1 (Psychiatric diagnosis and normality).

Surgeon General's Report on Mental Health: Chapter 2: Fundamentals.

Surgeon General's Report on Mental Health, chapter 2 (Fundamentals): available online at:

<http://www.surgeongeneral.gov/library/mentalhealth/chapter2/sec1.html> . This will also be posted on Blackboard under Course Materials.

Portions of **Nugent, W.** (2008). Assessment and Data Collection. In Rowe, W., Rapp-Paglicci, Sowers, K., & Dulmus, C. (Eds.). *Comprehensive handbook of social work and social welfare: Social work practice* (pp. 46 – 77). New York: John Wiley.

Course Competencies: (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); (7) Critically analyze the role of social justice in clinical practice with at-risk populations (Populations at Risk and Social Justice C.2)

Topic: Cultural Issues in Mental Health; Ethics

Readings

Kirk: Ch. 8 (“To stem the tide of degeneracy”: The eugenic impulse in social work); 22 (Social Work, mental health, and mental disorders: The ethical dimensions).

Surgeon General's Report on Mental Health: Culture, Race, Ethnicity.

Cross cultural communication

<http://www.beyondintractability.org/action/essay.jsp?id=26228&nid=1188>

Communication tools for understanding cultural differences

<http://www.beyondintractability.org/action/essay.jsp?id=26721&nid=1189>

Rosen, D. (1973). *On being sane in insane places*. Available Online: HYPERLINK "<http://psychrights.org/Articles/Rosenham.htm>" or RLINK "<http://www.stanford.edu/~kocabas/onbeingsane.pdf>"
<http://psychrights.org/Articles/Rosenham.htm> or RLINK "<http://www.stanford.edu/~kocabas/onbeingsane.pdf>"

Assignment: Discussion board number one begins: How bias occurs in problem assessment and diagnosis.

Course Competencies: (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)

Topic: Models and Theories of Mental Disorders and their Treatment

Readings

Farmer & Chapman: Chapters 2 – 4. (Basic behavioral principals of learning theories; Operant Conditioning; Classical Conditioning; Observational Learning; Social Learning Theory).

Beck: Chapter 2 (Cognitive conceptualization of mental health problems).

Surgeon General's Report on Mental Health: Chapter 2: Fundamentals. (Biological Models)

Course Competencies: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP 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)

Topic: Assessment: Basic Principles

Readings

Farmer and Chapman: chapters 2 - 4;

Barlow: chapter 9 (Classification of anxiety and mood disorders).

Kirk: chapter 6 (The probabilistic nature of diagnosis).

Morrison: pages 7 – 42 (symptoms of medical disorders that masquerade as mental disorders).

Nugent, W. (2008). Assessment and Data Collection (In Rowe et al., 2008).

Corcoran & Walsh: Chapter 2 (pp. 16 – 32).

Basic measurement theory; relative and absolute error variance; use of standardized measures; DSM diagnosis; behavioral observations; qualitative assessment methods; structured interviews; common inferential errors; critical thinking as an “antidote” to inferential error; Sensitivity and Specificity of diagnostic methods; Positive predictive value and Negative predictive value of a diagnosis.

Assignment: Homework Assignment on the PPV and NPV of a Diagnosis.

Assignment: Discussion board number two: “To diagnose, or not to diagnose.”

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

Topic: Depression and Suicide

Readings

Farmer & Chapman: Chapters 5 – 8.

Beck: Chapters 6 – 9 (Cognitive restructuring: Identifying automatic thoughts; Identifying Cognitive distortions; Challenging and modifying dysfunctional thinking).

Morrison: pages 43 – 183 (symptoms of medical disorders that masquerade as mental disorders).

Journal article: Joiner, T., Walker, R., Pettit, J., Perez, M., and Cukrowicz, K. (2005). Evidence-based assessment of depression in adults. *Psychological Assessment*, 17(3), 267-277.

Cognitive-behavioral treatment of depression; behavioral activation/activity scheduling; cognitive restructuring. Suicide risk assessment; interventions for suicidal clients.

Power Point on suicide risk assessment.

Assignment: Take-home suicide risk exam.

Course Competencies: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP 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); (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); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1)

Topic: Anxiety Disorders

Readings

Barlow: Chapters 6 (Biological aspects of anxiety and panic) and 8 (The origins of anxious apprehension, anxiety disorders, and related disorders: Triple vulnerabilities); pp. 29 – 30 (Is anxiety a female disorder?); and pp. 30-35 (Anxiety across cultures).

Farmer & Chapman: Chapters 9 – 11.

Morrison: pages 125 – 211 (symptoms of medical disorders that masquerade as mental disorders).

Journal article: Anthony, M., and Rowa, K. (2005). Evidence-based assessment of anxiety disorders in adults. *Psychological Assessment*, 17(3), 256-266

Cognitive behavioral treatment of anxiety disorders; exposure therapy; cognitive restructuring.

Assignment: Critical thinking paper on intervention selection.

Course Competencies: (1) Explicate knowledge of selected evidence based clinical practice theories (CT/EBP 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); (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); (4) Describe culturally sensitive work with diverse client systems (Diversity C.2; Practice C.1)

It is important to me that you have the opportunity to learn all the material covered in this class and to receive the good grade you deserve. To this end, if you are having difficulty with this course, please make an appointment to meet with me.