THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 562 Evidence-based Interpersonal Practice with Adult Individuals
Section 001
3 credit hours
Fall 2015

Instructor: Shandra Forrest-Bank, PhD       Phone: (865) 974-7830

Class Time: Tuesdays 9:05 – 12:05, TBD    Email: sforres6@utk.edu

Office Hours: Tuesdays 12:15 – 1:15 or by appointment

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, and 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.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courtesy. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

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.

**Dimensions of Diversity**
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines “the dimensions of diversity as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex, and sexual orientation. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**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:

1. Explicate knowledge of selected evidence based clinical practice theories.  
   *EBIP 3.8, 4.6 (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.  
   *EBIP 1.5, 1.6 (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.  
   *EBIP 3.7, 3.9 (content: diversity*
assessment model, quantitative and qualitative assessment methods, case studies highlighting diversity in assessment).

4. Describe culturally sensitive work with diverse client systems. *EBIP 3.7, 3.9, 4.6 (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. *EBIP 2.8, 4.6, 4.7, 4.9 (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. *EBIP 1.6, 1.7, 3.8, 3.9, 4.6 (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. *EBIP 2.7, 3.9 (content: utilize case studies of at-risk populations for clinical practice role play, analyze the social justice dimensions of evidence based clinical practices).*

**Required Texts**


COURSE REQUIREMENTS/GRADING
The course grade will be based on 2 online quizzes, 2 worksheets, and 2 assessment/case conceptualizations with videos. Students are expected to read the assigned chapters and articles before class and attend class sessions prepared to ask questions, make comments, participate in classroom exercises, and add to the overall discussion.
The course grade will be computed as follows:

<table>
<thead>
<tr>
<th>QUIZZES</th>
<th>Quiz 1</th>
<th>Due 9/8</th>
<th>2 @ 10 pts</th>
<th>20%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Quiz 2</td>
<td>Due 10/20</td>
<td></td>
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<tr>
<td>WORKSHEETS</td>
<td>Worksheet 1</td>
<td>Due 9/22</td>
<td>2 @ 10 pts</td>
<td>20%</td>
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<td></td>
<td>Worksheet 2</td>
<td>Due 11/17</td>
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<tr>
<td>ASSESSMENT/ CASE</td>
<td>MI assignment</td>
<td>Due 10/6</td>
<td>2 @ 30 pts</td>
<td>60%</td>
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<tr>
<td>CONCEPTUALIZATIONS AND</td>
<td>CBT assignment</td>
<td>Due 12/1</td>
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<td>VIDEO OF 1:1 COUNSELING</td>
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<tr>
<td>SESSIONS</td>
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**Quiz 1:** This quiz covers readings and class discussions related to: (a) theoretical understandings of motivation, and (b) assessment and case conceptualization from a Motivational Interviewing perspective. (c) ethics and microaggression. The quiz will be available on Blackboard. (Course competencies 1-7)

**Worksheet 1:** Completing this worksheet involves watching a video of an MI interview and identifying skills that were used by the clinician. Submit the completed worksheet on BB and bring this work to class on the due date. You will be graded for both completing the worksheet and participation in a classroom exercise based on the worksheet. The worksheet will be available on Blackboard. (Course competencies 1,4,5,6,7)

**Skills demonstration assignment 1: Motivational Interviewing (Total points: 30)**
(Course competencies 1-7)

(1) **Assessment/case conceptualization (15 points)** Choose a client from your field placement and review the case file. You may also choose to review a detailed case description from another source. The case must involve a presenting problem that is appropriate for the application of Motivational Interviewing. Complete a written assignment using the section headers and guidelines listed below (8-10 pages):

A. **Context (1 points)**
   - Describe the context in which this counseling session is occurring and how it impacts the work you do together (agency, community, social institutions, etc).

B. **Presenting Problems (1 points)**
   - Provide a description of the client and his/her presenting problems and how s/he became involved with treatment.
C. Ethical Concerns/Cultural Competence (3 points)
- Refer to the NASW Code of Ethics and Cultural Competency Standards and identify the ethical concerns and cultural competence challenges that are specific to the dyad between you and the client. Explain how you will ensure optimal ethical and culturally competent work with your client.
- Identify what topics you could research in order to enhance your ability to treat the client with optimal ethical and cultural competence. Investigate one of these topics (with at least 1 reliable resource) and explain how it will inform your practice with the client.
- How will you apply what you learn to advocate for social justice for your client?

D. Evidence Base (2 points)
- Explain why MI is an appropriate treatment modality for this client. This explanation must be supported with empirical evidence (at least 2 research studies). Use APA format for citations.

E. Assessment of Motivation (4 points)
- What do you know so far about the client’s motivation to change? What successes/failures has the client had in the past? Discuss the client’s motivation to participate in treatment and make behavior change. What stage of change from the TTM is the client in? On what basis do you assess that?

F. Plan for Treatment (4 points)
- Consider how your assessment shapes what strategies are most appropriate to employ in working with this client.
- Based on your assessment, Plan one or more specific MI strategies to employ with the client. Include illustrations or attachments of any tools you will use.

(2) Video of 1:1 counseling session (15 points) Based on the same case, conduct a mock MI counseling session with a class mate, friend, or family member. Record 15 minutes of the session and prepare and submit a video and written synopsis (2-3 pages) following these guidelines

A. Video (3 points)
- Submit a video that is approx. 15 minutes long but select a 5 minute segment to highlight a portion that demonstrates your application of MI skills. Indicate in the text of your paper what time in the video the 5 minute segment begins.

B. Skill identification (6 points)
- Identify the specific skills you apply in the video. It is especially important to accurately label the skills you use during the 5 minutes that I will watch. You certainly can and should discuss skills used in other portions of the video as well.

C. Critique of Skills (6 points)
- Discuss the strengths you observe about your application in implementing MI.
- Discuss the areas of improvement that you identify for your continued practice with MI.
This section is graded on the accuracy and rigor of your self-assessment and not how well you have integrated and performed the skills.

**Quiz 2:** This quiz covers readings and class discussions related to: (a) the theory underlying Cognitive Behavioral Therapy (CBT), (b) mindfulness, and (c) assessment and case conceptualization using a CBT practice framework (Course competencies 1-7)

**Worksheet 2:** This worksheet will cover readings and class discussions related to the application of CBT to clinical practice with cultural competence. Submit the completed worksheet on BB and bring this work to class on the due date. You will be graded for both completing the worksheet and participation in a classroom exercise based on the worksheet. The worksheet will be available on Blackboard.(Course competencies 1-7)

**Skills demonstration assignment 2: Cognitive Behavioral Therapy (CBT) (30 points)**  
(Course competencies 1-7)

1. **Assessment/case conceptualization (15 points)**
   Choose a client from your field placement and review the case file. You may also choose to review a detailed case description from another source. The case must be appropriate for the application of CBT. Complete a written assignment using a format that would be appropriate for clinical case summary documentation (4-5 pages) that addresses the following:

   **Client description (2 points)**
   - Provide a brief description of the client the most important/urgent presenting problems.

   **Case conceptualization (6.5 points)**
   - Complete a case conceptualization using the worksheet attached here.
     - Provide a brief written synopsis that explains your case conceptualization.
     - Use diagnostic criteria, assessment instruments, and/or common patterns of distorted cognitions to help formulate your conceptualization.

   **Problem, goal, and plan (6.5 points)**
   - Specify and explain what the problem is that you targeting in the role play assignment, and what your goal and plan are for the session.
     - Explain how your plan fits with the conceptualization.
     - Explain where you are at in the treatment process with the client and how that informs your plan.
     - Be specific about the CBT techniques/strategies that you intend to employ. Prepare ahead of time, and attach any tools you will use with the client.
     - You might not be able to be exactly sure what homework you will assign the client before you enter the session, but think it through before the session and explain your approach and how you will decide.

2. **Video of 1:1 counseling session (15 points)**
Record one 15 minute video of yourself conducting a role play of a CBT counseling session with a class mate, friend, or family member based on part 1 of this assignment. Select a 5 minute segment to highlight the demonstration of CBT skills. Provide a written synopsis assessing your CBT skills based on at least the categories on the worksheet attached here.

- Each of the competency areas on the worksheet should be a heading (3 points each)
- Discuss your strengths and areas for improvement using the worksheet to guide your assessment. Feel free to consider additional areas of competency and assessment criteria. **You do not need to give yourself formal rating levels.**

**EVALUATION PROCEDURES AND GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A (95-100)</td>
<td>Outstanding/Superior. Exceptional performance. Consistently exceeds expectations.</td>
</tr>
<tr>
<td>B+ (90-94)</td>
<td>Very Good. Student consistently meets, and occasionally exceeds, normal expectations for the course.</td>
</tr>
<tr>
<td>B (85-89)</td>
<td>Good. Student consistently meets normal expectations for the course.</td>
</tr>
<tr>
<td>C+ (80-84)</td>
<td>Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.</td>
</tr>
<tr>
<td>C (70-76)</td>
<td>Poor. There is lack of understanding of course content. Student does not meet course expectations.</td>
</tr>
<tr>
<td>F (69-Below)</td>
<td>Very Poor. There is a lack of attendance or incomplete assignments. Course expectations are not met.</td>
</tr>
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**ATTENDANCE/PARTICIPATION**

My expectation is that you inform me by email if you are going to be absent and make plans with another student to make sure you find out what you missed. Although I am not going to rigorously track and grade attendance and participation, it is just not possible for you to complete the course if you are not involved in the classroom activities. If I am concerned that your lack of attendance is undermining your ability to gain full credit in the course, I will talk to you about it directly and will likely inform your advisor as well.

**LATE ASSIGNMENT POLICY**

Any assignment that is not turned on the due date listed will not be accepted unless the student makes arrangements with the professor before the due date of the assignment. Failure to complete course assignments is fairly alarming since it threatens the ability to pass the course and maintain the GPA necessary to stay in the MSSW program. If I am concerned because you have not submitted an assignment, I will talk to you about it directly and will likely inform your advisor as well.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Reading assignments</th>
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| WEEK 1 8/25 | -introduction to the course  
-socual work ethics  
-cultural competence  
-therapeutic relationship | Readings on BB:  
*NASW Code of Ethics*  
*NASW Cultural Competence Standards*  
Sue, Derald, et al. (2007)  
Rogers (1957) |
| WEEK 2 | 9/1 | theories of motivation | Lambert & Barley (2001) (Recommended)  
| Gambrill, Eileen (2009). Introduction. (pp. xv-xviii) (Recommended) |

**Text Readings:** Miller and Rollnick (2013)  
Chapter 1: Conversations about Change  
Chapter 2: The Spirit of Motivational Interviewing  
Chapter 4: Engagement and Disengagement  

**Readings on BB:**  
Prochaska & Velicer (1997)  
Ryan & Deci (2000) (Recommended)  
Burke & Arkowitz (2003) (Recommended)  

| WEEK 3 | 9/8 | theories of motivation | Text Readings: Miller and Rollnick (2013)  
| Reflective listening and core interviewing skills | Chapter 5: Listening: Understanding the Person’s Dilemma  
| Values exploration | Chapter 6: Core Interviewing Skills  
| Goal-setting | Chapter 7: Exploring Values and Goals  
| Directing treatment | Chapter 8: Why Focus?  
| Ethical concerns | Chapter 9: Finding the Horizon  
| | Chapter 10: When Goals Differ |

| WEEK 4 | 9/15 | eliciting change talk | Text Readings: Miller & Rollnick (2013)  
| Rolling with “resistance” | Chapter 12: Ambivalence: Change Talk and Sustain Talk  
| Enhancing motivation | Chapter 13: Evoking the Person’s Own Motivation  
| | Chapter 14: Responding to Change Talk  
| | Chapter 15: Responding to Sustain Talk and Discord |

| WEEK 5 | 9/22 | strengthening commitment to change | Text Readings: Miller & Rollnick (2013)  
| Planning change | Chapter 19: From Evoking to Planning  
| | Chapter 20: Developing a Change Plan  
| | Chapter 21: Strengthening Commitment  
| | Chapter 22: Supporting Change |

| WEEK 6 | 9/29 | conclude MI portion of course | Text Readings: Miller & Rollnick (2013)  
| Reflect on skills | Chapter 23: Experiencing Motivational Interviewing  
| | Chapter 24: Learning Motivational Interviewing |

| WEEK 7 | 10/6 | Cognitive Theory and the therapy model | Text Readings: Beck (2011)  
| Mindfulness | Chapter 1: Introduction to Cognitive Behavioral Therapy  
| | Readings on BB:  
| | Gockel (2010)  
| | Linehan (2003) |
| WEEK 8 10/13 | - case conceptualization in CBT  
- beginning Cognitive Therapy | Witkiewitz, Lustyk, & Bowen (2012) (Recommended)  
Eberth & Sedlmeier (2012) (Recommended)  
Text Readings: Beck (2011)  
Chapter 3: Cognitive Conceptualization  
Chapter 4: The Evaluation Session  
Chapter 5: Structure of the First Therapy Session |
|------------|-------------------------------------------------|--------------------------------------------------|
| WEEK 9 10/20 Quiz 2 due | - working with automatic thoughts | Text Readings: Beck (2011)  
Chapter 9: Identifying Automatic Thoughts  
Chapter 10: Identifying Emotions  
Chapter 11: Evaluating Automatic Thoughts  
Chapter 12: Responding to Automatic Thoughts |
| WEEK 10 10/27 | intermediate and core beliefs | Text Readings: Beck (2011)  
Chapter 13: Identifying and Modifying Intermediate Beliefs  
Chapter 14: Identifying and Modifying Core Beliefs |
| WEEK 11 11/3 | - multicultural approach to CBT | on BB:  
VIDEO: Multicultural Counseling with Pam Hays |
| WEEK 12 11/10 | - additional techniques  
- imagery | Text Readings: Beck (2011)  
Chapter 15: Additional Cognitive and Behavioral Techniques  
Chapter 16: Imagery  
Holmes, Arntz, & Smucker (2007) (Recommended) |
| WEEK 13 11/17 Worksheet #2 due | - homework  
- termination and relapse prevention | Text Readings: Beck (2011)  
Chapter 17: Homework  
Chapter 18: Termination and Relapse Prevention  
Chapter 19: Treatment Planning |
| WEEK 14 11/24 | - end of course wrap up  
- self-care  
- continued skill development | Chapter 18: Progressing as a Cognitive Therapist |
| WEEK 15 12/1 NO CLASS CBT case concept. and video of session | | |
| 2 due |   |   |