Part I: Course information
SW 8461- Advanced Clinical Social Work Practice with Adults
2 Credits
Faculty contact:
  Name:
  Email:
  Phone:
  Office Location:

Course descriptions:

Short version: This course develops advanced clinical skills through examining research informed clinical interventions with adults presenting with mental health distress. Students develop skills in the differential application of evidence-based intervention models across diverse adult populations.

Long version: This course develops advanced clinical skills through examining research informed clinical interventions with adults presenting with mental health distress. Students develop skills in the differential application of evidence-based intervention models across diverse adult populations. Students will learn integrated theoretical models developed for specific populations such as Dialectical Behavioral Therapy.

This course begins with a close examination of the development and management of the treatment alliance and professional boundaries across various treatment approaches. Aspects of collaborative assessment and goal setting are revisited through the lens of evidence-informed treatment approaches. Students spend time immersed in understanding and practicing techniques involved in the beginning, middle and ending phases of treatment. They learn in-depth evaluation of alliance, therapy in process, and treatment outcomes. The effective use of supervision in ongoing therapy relationships will also be discussed.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
   SW 8153 - Models of Community Intervention
   SW 8841 - Social Work Research Methods
2. You must have completed or be concurrently enrolled in SW 8451: Assessment and Engagement in Clinical Social Work Practice.

3. If you are not a Social Work student, you need permission of the instructor

**Clinical Licensure Hours:**

This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessmen Based Treatment Planning</th>
<th>Clinical Interventio n Methods</th>
<th>Evaluation Methodologie s</th>
<th>SW Values and Ethics</th>
<th>Culturally Specific Clinical Assessment</th>
<th>Other Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>7</td>
<td>3</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</table>

**Part II Course Outcomes:**

**Course Objectives**

After successful completion of the course, students will be able to:

1. Apply evidence informed practice methods for assessing and treating selected mental health disorders.
2. Develop, define, evaluate and maintain an effective collaborative treatment alliance.
3. Develop a comprehensive written collaborative treatment plan, write meaningful progress notes, and provide clients with an informative integrative summary of treatment options and recommendation for future assistance.
4. Provide culturally competent, evidence informed mental health interventions for racial and ethnic minorities, individuals living in poverty, and clients experiencing social stress and bias because of their gender or sexual orientation.
5. Understand biologically based interventions for selected disorders and understand social work roles regarding the integration of pharmacological treatment and psychotherapy.
6. Understand the theoretical foundations and practical applications of two main evidence informed traditions, psychodynamic and cognitive-behavioral approaches to treatment, and specific interventions for different disorders grounded in these approaches.
7. Demonstrate competence at selecting and applying interventions appropriate for individuals with different disorders and populations at risk.

**Social Work Practice Competencies**

Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the</td>
</tr>
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</table>
profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply knowledge of social services, policies and programs relevant to their area of practice</td>
<td>Policies related to clinical mental health are discussed throughout the weeks. They include HIPPA compliance, mental health laws pertaining to clinical mental health situations.</td>
<td>Week 2, practice with assessment, interviewing, week 3, practice with collaborative goal setting, discussion of treatment modalities, weeks 4-13 in discussions of practice evaluations</td>
</tr>
<tr>
<td>• Develop a plan for ongoing professional education, including supervision.</td>
<td>Week 13 and 14 covering ongoing supervision and continuing ed requirements</td>
<td>Students present advanced training options in twin cities</td>
</tr>
</tbody>
</table>

**Competency: 2.1.2 – Apply social work ethical principles to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>• Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
<td>Week 14, practice with advanced ethical dilemmas</td>
<td>In-class practice examples</td>
</tr>
</tbody>
</table>

**Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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</thead>
</table>
| • Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice. | Weeks 1-15 | Paper I: Case conceptualization and treatment planning  
Paper II: Integrated treatment plan approach applied to a case |
| • Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice. | Weeks 1-15 | Paper I: Case conceptualization and treatment planning  
Paper II: Integrated treatment plan approach applied to a case |

**EP 2.1.4 Engage diversity and difference in practice**

Social workers understand how diversity characterizes and shapes the human experience and is critical to
the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Weeks 1-3, practice with establishing treatment alliance and collaborative treatment goals across diverse populations</td>
<td>Assessed through Paper 1: &quot;discuss personal and cultural influences on the assessment process and that you are aware of and describe how collaborative this assessment was. PaperII: “discuss the influence of culture, race gender, sexual orientation and/or socioeconomic status on the treatment process. This includes how your background interacts with your client’s background.”</td>
</tr>
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</table>

EP 2.1.6 – Engage in research-informed practice and practice-informed research
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

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<tr>
<td>• Demonstrate ability to evaluate practice and/or programs in an area of concentration</td>
<td>Weeks 1-15, course content is based on research, on alliance, case conceptualization, and treatment approaches and evaluation methods. Practice evaluation is also covered in week 13.</td>
<td>Papers 1 and 2: requires critical evaluation of literature and research as rationale for treatment approaches. Week 2, students learn how to evaluate alliance, week3, learn how to evaluate collaborative goal setting and supervision models, week 4-6 learn to evaluate effectiveness of cbt techniques, week7-9, learn to evaluate psychodynamic treatment. Week 10-12, learn how to evaluate integrated models.</td>
</tr>
<tr>
<td>• Demonstrate ability use practice experience to shape research questions, methods and processes to advance knowledge in an area of</td>
<td>Weeks 1-15, course content is based on research, on alliance, case conceptualization, and treatment approaches and</td>
<td>Papers 1 and 2 require this kind of critical reflection</td>
</tr>
</tbody>
</table>
**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice.</td>
<td>CBT, Psychodynamic and Integrated theories are presented throughout this course</td>
<td>In class practice and through Paper 1 and 2 which requires them to apply theories of change</td>
</tr>
<tr>
<td>• Demonstrate knowledge of ethnocultural, biological, psychological and spiritual frameworks, and multi-axial diagnostic classification systems used in the formulation of comprehensive mental health assessment and intervention planning.</td>
<td>Covered in anchor and boost</td>
<td></td>
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</table>

**CMH Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Weeks 1-4</td>
<td>Interactive classroom practice with engagement, alliance, interviewing, collaborative assessment Paper 1: Case conceptualization</td>
</tr>
<tr>
<td>• Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>Weeks 1-4</td>
<td>Interactive classroom practice with engagement, alliance, interviewing, collaborative assessment Paper 1: Case</td>
</tr>
<tr>
<td>Conceptualization</td>
<td>Weeks</td>
<td>Interactive classroom practice with engagement, alliance, interviewing, collaborative assessment Paper 1: Case conceptualization</td>
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<tr>
<td>Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>Employ knowledge of the DSM-IV, the psychosocial assessment interview, and collateral information from key informants and agencies when appropriate to develop a comprehensive collaborative assessment.</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>Conduct risk assessment according to ethical and legal standards pertaining to child maltreatment, homicide, suicide and other life threatening circumstances.</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
<td>4-14</td>
<td>Interactive classroom practice with treatment planning and treatment techniques and Paper 11: Integrated treatment plan approach applied to a case</td>
</tr>
<tr>
<td>Maintain accurate records documenting the assessment, interventions and outcomes.</td>
<td>4-14</td>
<td>Paper 2 Classroom discussion and practice</td>
</tr>
<tr>
<td>Apply research skills to analyze, monitor, evaluate and improve treatment alliance and interventions and programs in clinical social work practice in mental health.</td>
<td>1-4, alliance Weeks4-14, treatment outcome</td>
<td>In class practice with client and therapist versions of working alliance inventory and evaluation of three treatment approaches and paper 1 and 2</td>
</tr>
<tr>
<td>Communicate and disseminate research and evaluation results to a variety of local, regional, national or global audiences when appropriate.</td>
<td>13 and 14, discussion on ethical and collegial relationships</td>
<td>Demonstrated through in class practice and papers 1 and 2</td>
</tr>
</tbody>
</table>

**Part III: Course requirements**
1. **Required Texts:**


**Recommended Text:**


2. **Assignments**

1. **Facilitating discussion:** Several students will volunteer to lead discussion in small groups for each of the class meetings. Please sign up for two dates to lead discussion on the first day of class. Students who sign up to lead discussion will also compile comments to share in a large group discussion. Discussion questions for your week should be submitted to the instructor via e-mail on the Tuesday before the Thursday class. Please submit at least three questions for discussion. Please ensure that your classmates are successful at generating discussion by doing the reading ahead of time. (15% of grade)

2. **Paper I: Case Conceptualization demonstrating theory of change and treatment recommendation** Due beginning of class, week 6 or 7. 4-5 pages.

Submit a case conceptualization and treatment recommendations based on a client from your field practicum/internship. Obtain permission from your supervisor and take care to change all identifying information. An outline and grading criteria will also be provided. Include in the paper:

- a brief summary of the presenting problem and assessment formulation (up to 1 page),
- a rationale for the recommended treatment approach (theory of change) and a brief literature review of the research on this treatment approach for the specific presenting
problem and a discussion of the strengths and limitations of this approach as described in the literature (up to 3 pages),

- Reflect on the assessment process to address the following two questions: 1) Discuss personal and cultural influences on the assessment process that you are aware of. 2) How collaborative was this assessment process? (40 % of grade)

3. Paper II: Clinical Case Discussion of and integrated treatment approach applied to a case.
Due beginning of class, week 13, (7-8 pages)
Choose an approach to treatment that interests you and apply it to a client from your field practicum/internship. This can be the case you used for Paper I or a new one. If you do not have a suitable client, we will provide a case or you may choose to work on this paper with another student in class. If you do a joint paper, you will receive the same grade on the paper.

The treatment should be appropriate for the presenting problem. Again, take care to disguise all identifying information to protect the confidentiality of your client. The case discussion should include:

- a brief summary of the presenting problem and assessment formulation ( up to 1 page),
- a rationale for the recommended treatment approach (theory of change) and a brief literature review of the research on this treatment approach for the specific presenting problem and a discussion of the strengths and limitations of this approach as described in the literature (up to 1 page),
- a discussion of the therapy process with your client; identify the essential components of the approach you chose and your rationale for why these fit the case. Also discuss the dimensions of your role and activity and how you perceive the client engaging with you in the work. (3-4 pages)
- If you are working with this client, include a section on the problems encountered and how you handled them. If you are borrowing a case, please describe anticipated problems and how you would respond to these issues. (up to 1 page)
- You must discuss the influence of culture, race, gender, sexual orientation and/or socioeconomic status on the treatment process. This includes how your background interacts with your client’s background. ( up to 1/2 page)
- Finally, include your expectations for the future of this treatment. How do you think the therapy will go? (1 paragraph)
- Papers will be returned to you by the last class. (45% of your grade).

4. Grading Methods for Paper
Exceptional – given for work that is complete, accurate, creative, extremely clear, and completed in a manner that is above graduate school expectations. Loosely equal to an A-to an A+.
Graduate Level – represents work that is at the expected level of proficiency, and could be shown with pride to a field instructor or clinic supervisor. Roughly equal to a solid B or B+.
Good – A grade of “good” means that the student’s work has many strengths, but lacks the total quality expected by the professor. As an example, outstanding sections of an assignment may be offset by other parts that reflect problems in clarity, accuracy, or completeness. Loosely equal to a letter grade of B-.
Improvement Needed: Work that is below graduate level expectations, and has only a few or minor strengths will receive a grade of “improvement needed.” Loosely equal to a letter grade of C to C+.

Deficient: A grade of deficient is given when the student’s work is incomplete or lacking overall in quality or accuracy. This grade indicates that the work is not approaching graduate level expectations, Loosely equal to a grade of D- to C-.

You may rewrite any assignment that falls in the “improvement needed” or “deficient” categories.

Grade Distribution and Assignment Weighting
The grade weight and due date for each assignment is listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychosocial Assessment</td>
<td>Week 5</td>
<td>40</td>
</tr>
<tr>
<td>Discussion</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>Case Discussion</td>
<td>Week 11</td>
<td>45</td>
</tr>
</tbody>
</table>

Evaluation and Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
</tbody>
</table>

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

Part IV: SESSION PLANS

Week 1: Introduction to Advanced Clinical Social Work with Adults

Topics: Course overview and introductions
What is advanced practice? Describing our purpose
Centrality of relationship perspective across models of intervention
Revisiting anxiety about role as psychotherapist
**Activities:** Students complete survey of hopes/expectations for course
Discussion of readings

**Required reading:**


**Week 2: Developing and Evaluating Working Alliance Using Different Theories of Change**

**Topics:** Engaging the client system
Techniques of interviewing using CBT versus Psychodynamic Assessment models
Collecting and organizing case conceptualization data
Identifying client concerns and goals
Evaluating and Maintaining the Treatment Alliance
Boundaries, ethics and cultural competence

**Activities:** Lecture on Alliance
Discussion of articles
Practice with Interviewing
Practice with Assessing the Alliance using therapist and client versions of Working Alliance Inventory
APA film on boundaries

**Required reading:**


Additional readings will be assigned on developing the alliance in cross cultural settings

**Week 3: Establishing Collaborative Goals Across Treatment Modalities**

**Topics:** matching modalities to client goals and characteristics
Collaborative involvement in establishing treatment goals
Understanding impact of diversity on goal setting process

**Activities:** Discussion of readings
Practice with establishing treatment goals collaboratively using invisible consultant model as observer of the process, peer consultation/supervision models

Required Reading:


Week 4: Cognitive Behavioral Approaches to Treatment: Beginning phases of treatment, understanding research based outcomes

Topics: Assessment data and case conceptualization
    Building a theory of change
    Organizing a formulation, Beginning Treatment

Activities: Discussion of readings
    Practice with case conceptualization, beginning treatment
    Film: CBT

Required reading:


Week 5: Cognitive Behavioral Approaches to Treatment: Interventions/ Change processes and motivational interviewing

Topics: Behavioral interventions
    Cognitive restructuring
    Modifying Schemas

Activities: Discussion of readings
    Practice with CBT techniques
    Application to case examples
Required reading:


Week 6: Cognitive Behavioral Approaches to Treatment: Termination and Special Populations

Topics: Completion of Treatment, Challenges, Myths, Research
Applying CBT models to special populations, Trauma

Activities: Practice with completing and documenting treatment

Required reading:


Recommended reading:


Week 7: Psychodynamic Psychotherapy: Beginning therapy and understanding research based outcomes

Topics: What does dynamic mean?
Understanding the unconscious in light of contemporary brain research
Understanding Core Psychodynamic Problems
Psychodynamic Formulation
Defining a focus and setting treatment goals
Introduction to short-term models: CCRT and Strupp
Activities: Discussion of readings
Practice with the application of psychodynamic concepts to treatment
Film: Accelerated Experiential-Dynamic Psychotherapy

Required reading:


Recommended readings:

Week 8: Psychodynamic Psychotherapy: Interventions/change processes
Topics: The middle phases of treatment
Change processes, working with transference and countertransference

Activities: Discussion of readings
Practice with case examples

Required reading:


Week 9: Psychodynamic Psychotherapy: Termination processes and integrating treatment with psychopharmacology

Topics: Termination and evaluation of goals
Integrating treatment and psychopharmacology

Activities: Discussion of readings
Practice with case examples

Required reading:


Week 10: Integrated treatment modalities: Dialectical Behavioral Therapy, Exposure Therapy

Topics: The integration of CBT and Psychodynamic understanding
Etiology from multiple perspectives
Understanding symptoms: relational, cognitive, impulsivity
Different treatment intervention options

Activities: Discussion of readings
Practice with integrated approaches to assessment

Required reading:


**Week 11: Week 10: Integrated treatment modalities: Dialectical Behavioral Therapy: An in-depth example**

**Topics:** Understanding Phases, Application and Settings for DBT

**Activities:** Lecture on DBT
Discussion of readings
Practice with DBT
Practice with workbook pages

**Required reading:**


Possible workbook assignments.

**Recommended reading:**


Mason, P. and Kreger, R. *Stop walking on eggshells: Taking back your life when someone you care about has borderline personality disorder*, NY; New Harbinger

**Week 12: Integrated treatment modalities: Dialectical Behavioral Therapy**

**Topics:** Adapting to different settings  
DBT in ACT Programs for SPMI  
Termination and evaluation of DBT

**Activities:** Discussion of readings  
Practice examples

**Required reading:**  


**Week 13: Social Work Responsibility and Practice Evaluation**

**Topics:**  
Practice evaluation as a mode of evidence  
The role of ongoing supervision  
Continuing education requirements and licensing

**Activities:** Discussion of readings/questions  
Presentation of advanced training programs (presented by students)

**Required reading:**  


**Week 14: Ethics, Documentation, Advanced Training**

**Topics:** Ethical issues and concerns  
Social work burnout and self-care  
Working in managed care environment  
Options for advanced training
Activities: Discussion of Readings
Practice with advanced ethical dilemmas
Presentations from advanced training programs in town

Required reading:


Website information and handouts on advanced training programs.

Week 15: Final Review of Course

Topics: Topics are open depending on student interests
Discussion of final papers, questions
Evaluation of course

Activities: Analysis of case, presentation or film if time allows

Required reading: No required reading

Additional Bibliography

**Alliance**


**Cognitive Therapy**


**Psychodynamic Therapy**


**Integrative Models**
