I. Course

A. Catalog Description. Cr. 3(3-0). Prerequisite: Foundation; Prerequisite or Concurrent with SOCW 7324 (Clinical Applications of DSM in Social Work). Provides theoretical content to gain knowledge and develop advanced clinical skills in the application of Motivational Interviewing and Cognitive-Behavioral Theory.

B. Purpose. To expose advanced students to evidence-based clinical social work theories and interventions, emphasis is on the development of clinical social work practice skills in Motivational Interviewing and Cognitive-Behavioral Theory.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Understand the role of clinical social workers in the development and utilization of theoretical, conceptual and empirical knowledge bases of selected practice theories. (Professional Identity, HBSE)

2. Develop an understanding of the key constructs, concepts, themes, and techniques that characterize the selected theories for transtheoretical applications. (HBSE, Practice)

3. Explore the common factors across the selected theories for practice, including techniques and characteristics for achieving therapeutic outcomes. (Critical Thinking, Practice, Research)

4. Analyze the strengths and limitations associated with selected theories for practice with diverse clients, issues and settings. (Diversity, Practice, Professional Context)

5. Utilize a strengths perspective to select and apply the selected theories with skills and techniques that are used in a culturally competent manner across individual, group, community and societal settings (Diversity, Professional Context, Practice)

6. Demonstrate through hands-on practice the selection and application of various skills and techniques from the selected models for clinical practice. (Critical Thinking, Practice)
7. Identify the potential challenges inherent in the application of selected theories and apply professional and ethical guidelines to address them. (Values & Ethics, Justice, Practice)

III. Course Content

Selected theories for this course are:
- Motivational Interviewing Theory & Practice
- Cognitive-Behavioral Theory & Practice

Motivational Interviewing Theory and Practice

Module Description: Motivational Interviewing (MI) is a person-centered, directional, evidence-based counseling method utilized to elicit and strengthen intrinsic motivation for positive change. Researchers have demonstrated the effectiveness of MI with behaviors such as substance abuse, smoking cessation, diet and exercise, and high risk sexual behaviors. Much of the evidence for MI and adaptations of MI (AMI) comes from randomized control trials. This course will introduce students to the basic underlying spirit, person-centered counseling style, language of change, and processes of MI. Theory, evidence base, and skills of MI will be taught synergistically in an effort to provide an experiential process of learning. Students will be given opportunities to practice skills and will receive continual coaching on their use of skills and embodiment of MI spirit through observation and dyadic role-playing. Because of the brevity of the course, this six (6) week module will focus primarily on evidence based skills used in MI across various settings and populations that are familiar to professional social workers.

Module Objectives: Upon completion of the six (6) week module the student will be able to:

1. Understand and demonstrate the basic concepts, spirit and core strategies of MI.
2. Apply basic skills of open ended questions, reflective listening, affirming and summarizing statements.
3. Understand the Transtheoretical Model of Change and how it relates to MI.
4. Understand how MI aligns with social work values and how MI can be applied in social work settings.
5. Critically evaluate the empirical literature on MI.
6. Understand ethical dilemmas of discussing motivation for change in restricted settings or other limiting scenarios.
7. Apply MI in a culturally competent manner.
8. Appreciate the methods and theory of application of Motivational Interviewing in diverse populations and settings.

Cognitive-Behavioral Theory and Practice

Module Description: The Cognitive-Behavioral Therapy (CBT) Module in this advanced clinical practice course will focus on the acquisition and practice of behavioral and cognitive-behavioral skills and techniques as applied to disorders commonly seen by social workers in family clinics, group health clinics, community mental health centers, psychiatric hospitals and other settings where social and emotional problems are treated. Students will gain knowledge of behavioral terminology and principles, and will acquire and practice clinical skills and techniques that form the basis of CBT treatment protocols for mood and anxiety disorders, which have broader
applicability to other disorders and conditions. The emphasis is on skill-building, and students will spend the bulk of their time learning and practicing skills and techniques through observation and dyadic role-playing. Students will also learn to evaluate their use-of-self as therapists in these exercises.

**Module Objectives:** Upon completion of the six (6) week module, students will be able to:

1. Articulate the theoretical foundations of behavioral and cognitive-behavioral change strategies.
2. Implement a variety of behavioral and cognitive-behavioral techniques, with a focus on selecting and applying techniques from evidence-based protocols for mood and anxiety disorders; individualizing clinical approach and methods for specific clients; and evaluating the therapist’s own use of self in exercises.
3. Discuss issues related to the use of behavioral and cognitive-behavioral therapy techniques with individuals of different races, ethnicities, cultures, classes, genders, sexual orientations, religions, physical and mental abilities, ages and national origins, as well as values and ethics within the context of legal and NASW code guidelines.
4. Recognize and articulate the strengths and limitations of various behavioral and cognitive-behavioral techniques.

**IV. Course Structure.**

A. This 16-week course will follow the following structure:

   a. Week 2: First Class: Orientation to the course, overview of Locus of Control, Evidence-Based Practices in Social Work, and discussion of the Transtheoretical Model of Behavior Change and Common Factors Approaches to clinical social work practice.

   b. Weeks 3 through 8: Motivational Interviewing Module.


   d. Week 16: Final Class-Discussion on Private Practice and Termination

B. **The main focus of the course is skill acquisition.** As such, there will be limited lecturing and students must read assigned materials and view assigned videos prior to class. The initial class of each module will be devoted to an overview of that particular change orientation (i.e., MI and CBT), a discussion of its theoretical underpinnings and empirical evidence, and a synopsis of the different techniques and specific skills drawn from that change orientation. The bulk of time in each module will be devoted to learning and practicing the skills with the help of unscripted case vignettes/role plays. Additionally, students will learn how to write professional case notes, utilizing the SOAP Notes format.
V. Textbooks.

A. Required Textbooks. This course is in essence two courses in one, there are two required textbooks: one per module (MI and CBT). While we are mindful of the cost of textbooks, be assured that these titles will make valuable additions to your personal library and as a practicing clinical social worker you will get much mileage out of them. The required textbooks are:


B. Recommended Textbooks. In addition to the required textbooks, there are several texts specific to MI and CBT that are also worth your consideration. See Bibliography the end of this syllabus.

C. Journal Articles. Use keyword search for articles of interest through http://info.lib.uh.edu/ (Databases, Academic Search Complete)

D. DSM Online. DSM-5 manual, handbook, clinical cases can be found at: http://guides.lib.uh.edu/c.php?g=432685&p=3171275 or http://guides.lib.uh.edu/socialwork (click at “Resources for Clinical Work”)

E. Videos. In addition to the streamed video-recorded lectures and clinical videos, students can access a variety of clinical videos at the following links with your Cougarnet ID and Password access: http://guides.lib.uh.edu/socialwork (click at “Online Video Collections” to access Counseling and Therapy in Video, Films on Demand Health and Medicine, Kanopy, or PsycTHERAPY)

F. APA Style. http://guides.lib.uh.edu/socialwork (click at “APA Style”) or get a brief handout by Dr. Monit Cheung at GCSW website: http://www.uh.edu/socialwork/New_research/cwep/current-students/apa%206th%20Edition%20handout.pdf

VI. Course Requirements.

A. Attendance/Reading Assignments/Class Participation. Students are expected to attend all classes and arrive to class on time. If you miss two (2) or more (2+) classes, whether excused or unexcused, your grade will be dropped one letter grade. It will not be feasible for a student to earn an “A” with 2 or more absences. Because of the practice nature of this course, no make-up assignments will be offered for a missed class. Students must complete all assigned readings from required and supplemental texts and view all assigned clinical videos prior to class and be prepared to engage in class discussions. (25% of grade)

B. Greek Chorus (In-class demonstrations of specific skills and techniques.) Each student will be paired with one (1) classmate, and the dyad will be responsible for demonstrating a skill/technique to the class. One student will act as the therapist and
one will act as a client; these roles will change throughout the semester. Specific
directions will be provided in class. (25% of grade)

C. **Client Population Research and Presentation.** Each student will be paired with
one (1) classmate, and the dyad will be responsible for researching a specific population
(i.e.: domestic violence victims, Veterans with PTSD, etc.) and present the empirical
evidence to the class, including but not limited to the template provided in class. The
specific adult populations will be chosen during the first class session. Students will
present in dyads for a total time of ten (10) minutes; each student will have five (5)
minutes to present. (25% of grade)

D. **Case Note Writing.** Each student will complete a thorough and comprehensive SOAP
case note on the CBT Greek Chorus dyads. Each of the five (5) case notes will be turned
in via Blackboard within 24 hours of the dyad and will represent 5% of the student’s
grade. (25% of grade)

Please note: Case notes will be completed and turned in for all MI Greek Chorus
dyads. While these case notes will be un-graded, they will still need to be completed and
downloaded into Blackboard within 24 hours of the dyad. Feedback will be given to all
students. (0% of grade)

**VII. Evaluation and Grade Distribution:**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
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<tr>
<td>A -</td>
<td>92 to 95.9</td>
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<td>B +</td>
<td>88 to 91.9</td>
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<tr>
<td>B</td>
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<tr>
<td>D</td>
<td>64 to 67.9</td>
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<tr>
<td>F</td>
<td>below 64 points</td>
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</tbody>
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**VIII. Policy on Incomplete grades**

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are
either (a) passing a course or (b) still have a reasonable chance of passing in the judgment
of the instructor but, for non-academic reasons beyond their control have not completed a
relatively small part of all requirements. Students are responsible for informing the
instructor immediately of the reasons for not submitting an assignment on time or not
taking an examination. Students must contact the instructor of the course in which they
receive an “I” grade to make arrangements to complete the course requirements. Students
should be instructed not to re-register for the same course in a following semester in order
to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of
the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to
fulfill course requirements and the grade may be changed by the instructor at any time to
reflect work complete in the course. The grade of "I" may not be changed to a grade of W.
IX. Course Schedule and Assignments

A. Assignments: As per section VI. above.

B. Course Schedule. The Spring 2017 session runs for 16 weeks, from January 16th through May 1st, 2017. Class will meet on Mondays from 9 AM until 12 Noon in Room 107B.

C. A note on technology. As clinical social workers, you would not answer your cell phone or pager, check your email, or surf the web while meeting with your client. Since this class is part of your professional preparation, the same level of professionalism is expected of all students. Students are encouraged to turn off cell phones, smart phones, I-phones, I-pads, pagers and any other technology that might interfere with focusing on the class. The expectation is that students will monitor themselves on this point, but Prof. Amtsberg reserves the right to ask a student to put away or disengage from their technology.

Please note: Some in-class work will allow for students to utilize laptops, specifically note taking for the SOAP Note assignments.

D. Consultation. By appointment. Prof. Amtsberg may be reached at 713-743-1491 or dkmatsberg@uh.edu

E. Policy on Academic Dishonesty and Plagiarism.

Please click the link below for the full explanation of the Academic Honesty policy and procedure: http://www.uh.edu/provost/policies/honesty/_documents-honesty/academic-honesty-policy.pdf

Definitions: “Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

Plagiarism:

a. Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

Cheating and Unauthorized Group Work:

b. Openly cheating in an examination, as copying from another’s paper;

c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;

d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;

e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

**Fabrication, Falsification, and Misrepresentation:**

  g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
  h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;
  i. Falsifying results in laboratory experiments;
  j. Misrepresenting academic records or achievements as they pertain to course prerequisites or co-requisites for the purpose of enrolling or remaining in a course for which one is not eligible;
  k. Representing oneself as a person who has earned a degree without having earned that particular degree

**Stealing and Abuse of Academic Materials:**

  l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;
  m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

**Complicity in Academic Dishonesty:**

  n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

**Academic Misconduct:**

  o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

**Process:**

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

**F. Statement on changes to syllabus.** Prof. Amtsberg reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.

**X. Week-by-Week Schedule**

**Week 1 – January 16, 2017 – MLK Holiday – No Class**
**Week 2 – January 23, 2017**

Lecture: Locus of Control exercise/discussion. Review of syllabus, Stages of Change overview/exercise; discussion of Client Population Research/presentations, introduction to Greek Chorus; Skills Self-Assessment.

These readings should be completed **prior** to the beginning of **Week 2, January 23, 2017**.

Textbook Readings: (Blackboard)
- Prochaska & Norcross (2010), Ch. 1 (Defining and Comparing the Psychotherapies)
- Sprenkle, Davis, & Lebow (2009), Ch. 2 (A Brief History of Common Factors)
- Prochaska & DiClemente (2003), Ch. 9 (The Transtheoretical Approach)

Journal Articles: (Blackboard)

**Week 3 – January 30, 2017**

Lecture: **Introduction to Motivational Interviewing** (Spirit of MI; Engagement; Listening; (OARS) Introduction and overview of SOAP Case Note writing.

Readings:
- Miller & Rollnick (2013), Chapters 1 – 13
- Article-Learning How to Write SOAP Case Notes
- Article -MI – An Evidence-Based Practice for Improving Student ...
- Article – Building an Automated SOAP Classifier ...

**Week 4 – February 6, 2017**

Lecture: Borderline Personality Disorder (BPD) overview

Readings:
- Article-MI – Reflective Letters
- Student Client Population Research presentations

- Q & A – Greek Chorus

**Week 5 – February 13, 2017**

Readings:
- Miller & Rollnick (2013), Chapters 14-26
- Article-MI – Using the FIELD Model

- Greek Chorus – Case Note Writing
Week 6 – February 20, 2017

Readings:
• Miller & Rollnick (2002), Chapters 1-Why Do People Change? (Blackboard)
• Article-MI – The Addition of Goal-Based MI ...
• Greek Chorus - Case Note Writing

Week 7 – February 27, 2017

Readings:
• Article-MI – A Comparison of Usual Care, ...
• Greek Chorus - Case Note Writing

Week 8 – March 6, 2017

Readings:
• Article-MI – Motivational Interviewing and Addiction ...
• Greek Chorus – Case Note Writing

Week 9 – March 13, 2017 - Spring Break – No Class

Week 10 – March 20, 2017

Lecture: Introduction to Cognitive Behavior Therapy (Overview of treatment; Cognitive conceptualization; Evaluation session; First therapy session; Behavioral activation)

Readings:
• Beck (2011), Chapters 3-6
• Article-CBT – CBT and Social Work Values

Week 11 – March 27, 2017

Topics: Cognitive Behavior Therapy
Readings:
• Beck (2011), Chapters 20, 21
• Article-CBT – CBT Group
• Greek Chorus (CBT and MI) – Case Note Writing

Week 12 – April 3, 2017

Topics: Cognitive Behavior Therapy
Readings:
• Article-CBT – Cost Effectiveness of i-Sleep
• Greek Chorus (CBT and MI) – Case Note Writing
Week 13 – April 10, 2017

Topics: Cognitive Behavior Therapy
Readings:
• Article-CBT – A Preliminary Study ...
• Article-CBT – Social Work as Psychotherapists ...
• Greek Chorus (CBT and MI) – Case Note Writing

Week 14 – April 17, 2017

Topics: Cognitive Behavior Therapy
Readings:
• Article-CBT – Gay Affirmative CBT
• Greek Chorus (CBT and MI) – Case Note Writing

Week 15 – April 24, 2017

Topics: Cognitive Behavior Therapy
Readings:
• Re-Thinking Family Care Giving ...
• Greek Chorus (CBT and MI) – Case Note Writing

Week 16 – May 1, 2017 – Final Class

Topics: Private Practice; Termination

XI. Bibliography.

These are additional recommended texts. Students planning to pursue a clinical practice career will want to add some of these their personal library (or start building one). These texts will also be useful resources for class assignments. Copies of most are available in the library. The list is sorted by assessment, diagnosis and treatment; evidence-based practice; practice with diverse populations; mental illness and the media; and recommended websites. This bibliography is a work in progress, so if you identify additional resources that you find useful please inform me so we can add them.

General:


**Motivational Interviewing:**


Cognitive-Behavioral Therapy:


**Recommended Websites**


Evidence-Based Intervention Network: [http://ebi.missouri.edu/](http://ebi.missouri.edu/)
Jung Center of Houston: http://www.junghouston.org/
Mental Health America: http://www.nmha.org/
Mental Health America of Greater Houston: http://www.mhahouston.org/
National Alliance on Mental Illness: http://www.nami.org/
National Association of Social Workers: http://www.socialworkers.org/
National Association of Social Workers—Texas: http://www.naswtx.org/
National Center on Minority Health and Health Disparities http://ncmhd.nih.gov/
National Hispanic Council on Aging: http://www.nhcoa.org/
National Institute of Mental Health: http://www.nimh.nih.gov/
National Institute on Alcohol Abuse and Alcoholism: http://www.niaaa.nih.gov/
National Institute on Drug Abuse: http://www.drugabuse.gov/
National Registry of Evidence-Based Programs and Practices: http://www.nrepp.samhsa.gov/
Pew Hispanic Center: http://pewhispanic.org/
PsychCentral: http://psychcentral.com/
Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov/
Texas Psychological Association: http://www.texaspsyc.org/
US Census Bureau: http://www.census.gov/

XII. Americans with Disabilities Statement.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XIII. Statement on changes to syllabus.

Prof. Amtsberg reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.