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

1. 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. Because of the brevity of the course, this four 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 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.

2. 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 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**

This 15-week course will follow the following structure:


b. Weeks 2-7: Motivational Interviewing Module.


d. Week 15: Integrative Practice (MI and CBT) and Wrap Up

The main focus of the course is skill acquisition. Students must read assigned materials and view assigned homework videos prior to class. Each module will be devoted to an overview of that particular change orientation, a discussion of its theoretical underpinnings and empirical evidence, and a synopsis of the different techniques and specific skills drawn from that change orientation.

**V. Textbooks**

A. Required Textbooks. Because this course is in essence two courses in one, there are required textbooks of each modality or chapters relevant to these two selected modalities. The required textbooks are:

4. GCSW Self Care Website: http://self-care.wix.com/exercises

Here are the steps to access this ebook:
• Visit our main website at http://info.lib.uh.edu
• Click on "catalog" and type "Multicultural Practice & Evaluation" into the box.
• Click the first link to our e-book version
• Click "See all full text options for UH main campus"
• Click on the link for "Education Research Complete"
• If you are off-campus, you will then be prompted to enter your Cougarnet username and password
• On the right hand side, you should see a link that says +2008 under "All Issues." and then you can click on that link and it will pop up another 2008 link that you need to click on.
• You will then be taken to a page with access to each section/chapter of the e-book. You can click on the "PDF Full text" link to get direct access to each section or you can click on the title to view the abstract and bibliographic information.

B. Recommended Textbooks. In addition to the required textbooks, there are texts specific to MI and CBT that are also worth your consideration. See Bibliography at 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 and Participation (10%)  
Students are expected to attend all classes and arrive to class on time. If you miss a class, whether excused or unexcused, your grade will be dropped one letter grade. Because of the practice nature of this course, no make-up assignment will be offered for a missed class. Students must complete all assigned readings, watch and analyze all assigned videos prior to class, and be prepared to engage in class discussion and role play activities.

Note: Since this class is a part of your professional preparation, the same level of professionalism is expected of all students. Do not use your phone or other electronic devices in class except for viewing course materials for the lecture. As a responsible professional, you must observe self-discipline in class.

B. Current Event Case Psychosocial Assessment and Intake Summary (15%)  
Each student will bring in a real-life case of current event to class that can be assessed and intervened with a brief-targeted approach. Students will pair up to conduct psychosocial assessment on each other’s case and write up the intake summary of the case the student assesses on. Case information must include basic demographics and a thorough description of the presenting problem(s), psychological observations, pertinent interpersonal relationships, and external influences that may have impacted the client. Real names and identifying information must be modified to maintain anonymity of the case.

C. Case Dialogue Demonstration (One per module) (10x2=20%)  
Three students will form a group to role play on the assigned case. The group will script a 5-minute social worker-client vignette and demonstrate the skill/technique in a role-play. (You may invite additional students to help if needed). The same case will be used for both MI and CBT modalities. Other students in class will be randomly invited to participate live practice. Students must email the draft script to instructor in advance (see rubric). Once the instructor approves it, students can finalize the script and bring a hard copy of the dialogues to class to practice. Please follow the sample and template on Bb. Each of the two demonstrations will represent 10% of the students’ grade.

D. Video Analysis Reflection Paper (One per module) (10x2=20%)  
Each student will write a reflection paper integrated with information of: 1) What techniques were used that are related to this specific treatment modality (MI or CBT), 2) What and How would you have done/said differently to further improve the situation, 3) Provide rationale(s), 4) Select a specific population or symptom of interest that the treatment modality (MI or CBT) has shown effectiveness scientifically. Student must cite at least ONE empirical journal article to support and explain its relevance to your reflection.

E. Evidence-Based Practice Presentation (15x2=30%)  
Three students will form a group to present evidence to support MI and CBT...
(in class). One article will be assigned to each group per module (see articles marked with MI# and CBT# under Bibliography). The goal of this presentation is to specify techniques suggested by research literature on modality and identify empirical evidence to support MI and CBT skill applications in clinical social work. Use ppt with creative presentation methods to present in 13 minutes. Submit your final ppt file via Blackboard by 11:59pm on the date of your presentation.

F. Live Practice (5%)
Each student will be assigned a case to demonstrate how to integrate both MI and CBT in practice.

VII. Evaluation and Grading
Grade Distribution

A = 96 to 100 points
A - = 92 to 95.9
B + = 88 to 91.9
B  = 84 to 87.9
B-  = 80 to 83.9
C+ = 76 to 79.9
C  = 72 to 75.9
C- = 68 to 71.9
D  = 64 to 67.9
F  = below 64 points

VIII. Policy on Grades of I (Incomplete):

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. Policy on Academic Dishonesty and Plagiarism

Please click the link below for the full explanation of the Academic Honesty policy and procedure
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 corequisites 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 consist of two faculty and three students chosen by the hearing officer.

X. Course Schedule and Reading Assignments

Week 1 (1/18/17)

Orientation and Framework
Topics: Orientation to the course; Overview of evidence-based practices in social work; Transtheoretical model of behavior change; Common factors approaches to clinical social work practice; Social justice, values and ethics.

Readings (for class discussions):
- Corey (2017), Ch. 2 (Personal and Professional Self) (ppt is available on Bb)
- Corey (2017), Ch. 3 (Ethical Issues in Clinical Practice) (ppt is available on Bb)
- Prochaska & Norcross (P&N) (2014), Ch. 1 (Defining and Comparing the Psychotherapies); Book on library reserve.

Preparation:
- Review “Current Event Psychosocial Assessment and Intake Summary Template” and “Intake Summary Sample” in the “Assignment Samples and Templates” folder on BB
- Bring in a real-life case of current event that can be assessed and intervened with a
brief-targeted approach.

- Be familiar with the psychosocial assessment form, prepared to conduct a psychosocial assessment. Student will individually write an Intake Summary Assignment based on the psychosocial assessment conducted today.
- Be prepared to form a group of three for Case Dialogue Demonstration Assignments.
- Be prepared to form a group of three for Evidence Based Practice Presentations.

**Week 2 (1/25/17) Due: Current Event Case Psychosocial Assessment and Intake Summary by 6pm**

Topics: Motivational Interviewing (Introduction to MI; Spirit of MI; Engagement; Listening; OARS)

Readings:
- Miller & Rollnick (2013), Chapters 1, 2, 3, 4, 5, 6, 7

Video:
- Core concepts of MI

**Week 3 (2/1/17) Due: MI Case Dialogue Draft Script on 2/2/17 by 12noon via email**

Topics: Motivational Interviewing (Focusing; Exchanging information; Evoking – Change talk and Sustain talk)

Readings:
- Miller & Rollnick (2013), Chapters 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

Videos:
- Motivational Interviewing, William Miller
- Motivational Interviewing, Cathy Cole

**Week 4 (2/8/17) Due: Case dialogue demonstrations/ Live Practice**

Topics: Motivational Interviewing (Planning; Commitment; Supporting; Applying and integrating MI in practice)

Readings:
- Miller & Rollnick (2013), Chapters 19, 20, 21, 22, 23, 24, 25, 26

Video:
- Building Confidence in Motivational Interviewing, Cathy Cole
Week 5 (2/15/17) Consultation on Evidence Based Practice Presentation

Topics: Motivational Interviewing - Consultation on Evidence Based Practice Presentation

Reading:
- Miller & Rollnick (2002), Chapters 1 Why do people change? (on BB)

Week 6 (2/22/17) Due: Evidence Based Practice Presentation on MI

Week 7 (3/1/17) Due: MI Video Analysis Reflection Paper by 11:59pm

Topics: Motivational Interviewing

**MI Video Analysis Assignment (Choose one out of three sessions):
Resolving Ambivalence in MI with Cathy Cole (Client #1 Jim; Client #2 Holly; Client #3 Kathy)

Week 8 (3/8/17)

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

Readings:
- Beck (2011), Chapters 1, 2, 3, 4, 5, 6
- Corey (2017), Chapters 9, 10

Videos:
  http://search.alexanderstreet.com.ezproxy.lib.uh.edu/ctiv/view/work/1778984
  https://uh-kanopystreaming-com.ezproxy.lib.uh.edu/video/cognitive-behavioral-therapy-techniques-re-0

Week 9 (3/15/17) - Spring Break

Week 10 (3/22/17) Due: Evidence Based Practice Presentation on CBT
**Week 11 (3/29/17) Due: Case Dialogue Draft Script by 3/30/17 12noon via email**

Topics: Cognitive Behavior Therapy (Second session and beyond; Problems with structuring the therapy session; Identifying, evaluating and responding to automatic thoughts; Identifying emotions)

Readings:
- Beck (2011), Chapters 7, 8, 9, 10, 11, 12

Videos:

**Week 12 (4/5/17) Due: Case dialogue demonstrations/ Live Practice**

Topics: Cognitive Behavior Therapy (Identifying and modifying beliefs; Additional techniques; Imagery; Homework; Termination and relapse prevention; Treatment planning)

Readings:
- Beck (2011), Chapters 13, 14, 15, 16, 17, 18, 19, 20, 21

Video:

**Week 13 (4/12/17) Due: CBT Video Analysis Paper by 11:59pm**

**Video: Advanced CBT (The Great Courses, 2015)**  

**Week 14 (4/19/17)**

Topics: Cognitive Behavior Therapy (Problems in therapy; Progressing as a CB therapist)

Readings:
- Beck (2011), Chapters 20, 21
Week 15 (4/26/17)

Integrating MI and CBT: Live Practice

Wrap-up: Strengths and Limitations of Each Treatment Modality

Required Readings:
- Corey (2017), Ch 15

XI. Bibliography

General:

Motivational Interviewing:


Cognitive-Behavioral Therapy:


CBT#6. Washington, K. T., Wittenberg-Lyles, E., Parker Oliver, D., Baldwin, P. K.,


**Recommended Websites**

Evidence-Based Intervention Network: [http://ebi.missouri.edu/](http://ebi.missouri.edu/)
Jung Center of Houston: [http://www.junghouston.org/](http://www.junghouston.org/)
Mental Health America: [http://www.nmha.org/](http://www.nmha.org/)
Mental Health America of Greater Houston: [http://www.mhahouston.org/](http://www.mhahouston.org/)
Pew Hispanic Center: [http://pewhispanic.org/](http://pewhispanic.org/)
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. **Addenda**
The instructor reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.