

Interpersonal Practice with Adult Individuals
SW 628
Spring/Summer, 2012
Mondays, 1:00 to 5:00pm
Office hours: by appointment

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Course Description:

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course SW521. The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice. Special attention will be given to issues of the key diversity dimensions such as “ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation” including identification of one’s own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. The course will emphasize time-limited treatment methods, and practice with involuntary clients.

Course Content:

This course will present several models of intervention designed to prevent and treat psychosocial problems of individual adults. Emphasis will be placed on approaches that enhance social functioning, strengthen problem solving capacities, and support the coping capacities of individual adults. The various models will be time-limited, responsive to the impact of social environments, and supported by empirically based efficacy studies (e.g., stress management and stress reduction models). Treatment models that focus on specific psychosocial problems associated with work, relationships, mood, anxiety, and impulse problems will be discussed. Several treatment models will be presented such as Brief Psychodynamic Therapy, Cognitive Behavioral Interventions for depression and anxiety, Task-Centered Practice, Focused Analytic Single Session interventions, Interpersonal Psychotherapy for Depression, etc. These intervention models will also be evaluated for how well they fit the special needs of diverse populations within the key diversity dimensions.

Each model that is presented will cover all phases of the intervention process: engagement and screening, assessment, planning, evaluation, implementation, and termination. Although evaluation will be discussed in much greater depth in the Practice Area evaluation courses, students will learn how to integrate evaluation techniques and measures into their on-going interventions with individual adults so that they can employ systematic measures of their effectiveness in the field. This course will carefully explore the issues that influence and determine client motivation because many individual adults come into the treatment process with varying degrees of willingness and sometimes are coerced to seek help by authorities or family members. Strategies that workers can employ to engage reluctant or resistant clients will be presented. Intervention models in this course will be general enough to apply to a wide range of adult clients in a wide range of adult situations, since other courses will focus more specifically on special populations and problems. Course content will include ethical issues that relate to interpersonal practice with individual adults and those elements of the NASW code of ethics that especially impact on practice with individual adults (e.g., boundary and compartment issues between worker and client).

Course Objectives:

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

- 1) Describe how theory informs and shapes the kinds of intervention strategies that may be employed when working with individual adults, including the indications and contraindications of various IP models.
- 2) Assess the effectiveness of various kinds of intervention models and procedures that may be utilized with individual adults.
- 3). Demonstrate advanced social work skills [with individual adults] in the pre-engagement, engagement, assessment, intervention, ending and evaluation phases of interpersonal social work practice. Critically apply in a practice setting a minimum of two empirically supported IP theories.
- 4) Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems. Assess life-threatening problems, such as addictions and violence; and forms of oppression that clients experience. Identify and assess the effects of diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

- 5) Demonstrate their ability to form worker-client alliances and collaborations, communicate empathically, and help enhance motivation for change, cultivate hope, and address ambivalence and internal and external barriers to change.
- 6). Identify ways to match or modify intervention methods effectively with [adult] client problems, across diverse populations, cultural backgrounds, sociopolitical contexts and available resources.
- 7) Identify one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals
- 8) Evaluate the efficacy of interventions used with adult clients including the use of specific evaluation measures.
- 9) Apply and articulate social work values, ethical standards, and principles unique to interpersonal practice interventions [with adults] involving diverse populations and settings.

Course Design:

This course will employ a number of pedagogical strategies to promote knowledge and skill development, such as reading assignments, case analyses, interactive media simulations, in vivo exercises, role play simulations within the classroom, modeling and video demonstrations, didactic presentations of theory/models/procedures. Whenever possible, graded assignments will be tied to the field placement experiences of students.

Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* will be addressed through careful analysis of how clinical models can be applied and modified to fit the special needs of various groups. Resistance and motivation of adults to interventions will be covered to demonstrate how effective intervention models must be adapted to the fit the needs of various ethnic and racial groups. This course will emphasize that mono-cultural clinical models must be adapted to fit the definitions of "problem" and "treatment" that exist in diverse groups in order for social workers to practice with adults from diverse backgrounds.
- *Social Justice and Social Change* will be addressed by recognizing that, historically, clinical services have excluded poor and oppressed clients from "talking therapies." Often these clients were given the harshest and most restrictive treatments (e.g. shock, sterilization, medications, and lobotomies), whereas more privileged clients were granted more benign interventions (e.g. outpatient family therapy). This course will examine these differences as well as how socioeconomic exclusion arises

in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.

- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through a focus on intervention models and intervention procedures that can be used to prevent and treat psychosocial problems of adults.
- *Behavioral and Social Science Research* will be addressed through careful selection of intervention models for which there is empirical evidence on efficacy. Students will learn that although many time-limited models of practice with adults have proliferated over the past two decades, not all of them have generated research that demonstrates their efficacy.

Relationship of the Course to Social Work Ethics and Values:

In working with adults, social workers must encourage self-determination and empower adult clients to choose and pursue their own change goals. Ethical issues such as sexual relations between client and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients.

Class Expectations:

This course will use a combination of lecture, class discussion, case material, role-plays, group discussion and video material as appropriate. Students are expected to attend all class sessions. **The instructor must be notified in the event of a possible absence due to illness or emergency.**

- **More than 1 absence will result in a reduction in the final grade. More than 2 absences will require special consideration.**
- **Assignments are expected to be on time. Assignments that are turned in late will result in an automatic reduction in the grade.**
- **Class participation is required and is worth 10 % of your final grade. Participation will include participation in various in-class therapeutic exercises as well as giving critical feedback to your fellow classmates.**

Grading:

The requirements listed below are the minimal expectations for class assignments, and if followed precisely will result in a “B+” grade for the assignment. A grade higher than “B+” will be given to work that has gone above and beyond the minimal qualifications. This would reflect more thorough, thoughtful and thought provoking work on your part. This will be discussed in detail in class. Feel free to ask questions about this policy!

Class Requirements:

Progress in this course will be assessed by three assignments. The aim of the assignments is to give you an opportunity to gain practical expertise, focus on your own specific area of interest, or explore new areas that may not be covered in detail in the class. My hope is that you will draw from your personal experience and choose topics that will aid you in your current internship placement, or a specific personal interest related to interpersonal practice with adults that will enhance your professional career.

All papers are to be typed with page numbers, double spaced, and written in professional, clinical style.

Assignment 1

Group Presentation: This assignment is composed of two phases:

- 1) a 15 minute case presentation to your group
- 2) a group intervention plan presented to the class

For your case presentation, please choose a client with whom you are currently working, or with whom you have worked in the past, or someone that you know, personally.

1. Please describe the following elements in detail to your group:
 - a. Basic demographics (age, sex, SES, race, religion, family status, etc.)
 - b. The context in which you know this client
 - c. Presenting problem and historical context of the problem
 - d. Client's stage of change
 - e. What is this client's "world view?"
 - f. How would Schwartz's Parts Theory apply to this client?
 - g. Salient cultural factors
 - h. Elements of client privilege and oppression
2. The group will act as a multidisciplinary social work team, representing all 3 levels of social work intervention. The group will be responsible for the creation of an intervention plan for one of the cases presented. This case presentation and intervention plan will be presented to the class. The case presentation to the class should include:
 - a. A brief description of all group cases
 - b. rationale for choosing the case for presentation
 - c. intervention plan on 3 levels: micro, mezzo, macro
 - d. role play of one intervention scenario
3. At the time of the presentation, the following materials should be given to the instructor:
 - a. A one page summary of each case presentation
 - b. An outline of the class presentation and intervention plan.

You will have class time in your groups to prepare. This assignment is worth 30% of your grade and due date will be discussed in class the first session. Your case presentation to your group will be on June 4, 2012.

Assignment 2

Internal Family Systems Assignment: In this assignment, you will be applying the concepts from the Richard Schwartz readings to yourself and to one additional person in a 3-4 page paper.

- Describe your exiles. Please include feeling states as well as their behavioral or physiological manifestations.
- Describe the managers that you use to function on a daily basis. Please include your thoughts about why you developed these particular coping strategies in light of your history.
- Describe your firefighters and what you perceive to be the triggers that ignite them. Please also include the ramifications of them in your life.
- Describe the qualities of your “Self.” Describe a situation in which you were able to access your “self” and the method (mindfulness technique) you used to do this.
- Please briefly apply these concepts to one additional person that you know well and with whom you interact on a regular basis. Please also show the relationship between your parts and the other person’s parts.

This assignment is worth 20% of your grade and due on June 25, 2012.

Assignment 3

Intervention and Assessment Paper: Write a paper about a case that describes the following phases of work with a client: assessment, intervention plan, intervention implementation, and personal reflection. You can develop part of the case with your imagination if you need to, for example, if you have seen a client just once or twice and want to imagine what a more complete intervention would look like. **Please cite at least 6 references from class readings as they relate to your work with this client, and include a page with your citations.** Please use APA formatting style.

- **Assessment:** A brief description of the presenting problem including demographics (e.g., age, race, gender, class,) history of the problem with **all material disguised to protect confidentiality** You may also include actual or possible Axis I and Axis II diagnoses (DSM-IV.)
- **Context:** The context in which you know this client and the client’s precipitating issue
- **Motivational Assessment:** Describe the client’s stage of change and what indications you have to determine the stage.
- **Engagement:** Describe the nature of the client’s engagement in the interview.

- **Salient issues:** First order problems, other initial determinants of your goals or work together, including locus of control
- **Intervention Plan:** Describe the theoretical approach or approaches that are likely to be the most effective for this case and the goals for intervention as developed through a contract with the client. If more than one theoretical approach is used, describe how you would integrate these approaches theoretically or apply them sequentially to the case. Discuss any barriers or resistance to client progress and how these barriers or resistances are addressed.
- **Intervention Implementation.** Illustrate the approach you used through a transcript of an actual interview. Please disguise the identity of the client. Comment on the accuracy of your original assessment and plan. Describe how you might improve your responses, including the use of general theoretical approaches you did not use. You may make the session as long as you want. For the transcription, use about 12-15 statements from the client and 12 or 15 of your responses to the client.
- **Ethical Issues:** Describe any ethical issues that arise with your involvement in this case.
- **Evaluation:** Describe how you would evaluate the efficacy of your work.
- **Personal reflection.** Please address **all** of the following elements in this section of the paper, and state:
 - Your own reaction to this encounter
 - Describe transference/counter-transference issues with this client or how your self awareness/relaxation model applies to your work with this client
 - In what areas do you think you need to grow to feel more competent in your work with individuals?
 - In what areas did you feel competent during this encounter?

This assignment should be at least 7 pages in length (maximum 10) and is worth 40% of your grade and is due on July 23, 2012.

Required Text: * Teyber, E. (2006). *Interpersonal Process in Psychotherapy: A relational approach*. 6th Edition, Brooks/Cole.

Recommended Readings:

Beck, A.T., Freeman, A. & Associates, (1990). Cognitive therapy of personality disorders, New York, Guilford Press.

Davis, M., McKay, M., Eshelman, E. R. (2000). The Relaxation and Stress Reduction Workbook. Oakland, CA: New Harbinger.

Duncan, B., Hubble, M., Miller, S.(1999). The heart and soul of change, Washington, D.C., The American Psychological Association.

Herman, Judith, (1992). Trauma and recovery, New York, Basic Books.

Kort, J., (2008). Gay affirmative therapy for the straight clinician. New York, Norton

Linehan, Marsha M., (1993). Skills training manual for treating borderline personality disorder, New York, Guilford Press.

Mellody, Pia, (2003). Facing codependence, San Francisco, Harper.

Miller, W.R., Rollnick, S., (2002). Motivational interviewing. New York, Guilford.

Prochaska, J.O., Norcross, J.C., DiClemente, (1994). Changing for good. New York, Quill.

Real, Terence, (1997). I don't want to talk about it. New York, Scribner.

Schwartz, Richard C., (1995). Internal family systems therapy. New York, Guilford Press.

Shapiro, F., Forest, M., (1997). EMDR: The breakthrough "eye movement" therapy for overcoming anxiety, stress, and trauma (Paperback), Basic Books, New York

Journal articles available through C-Tools.

Class Schedule

May 7, 2012

Introduction to IP work
Class requirements

May 14, 2012

Assessment: post modernism, context
Interpersonal practice: levels of intervention
The Real Relationship

Readings:

1. Teyber: Chapter 1
2. Weinstein, G. (2008). Life, death, madness, *The Psychotherapy Networker*, Jul/Aug, 2008
3. Cohen, M.B. (1999). On the receiving end of social work services. *Reflections*, 5/1, 45-50

May 21, 2012

IFS and multi-level influences related to Gender, Oppression, Diversity

Readings:

1. Teyber: Ch. 2, 4
2. Real: Ch. 5 p.113-136
3. Schwartz: Ch. 1, 2
4. Corbett, Carolyn A., (2003) Special issues in psychotherapy with minority deaf women. *Women & Therapy*, 26(3-4) 311-329.

May 28, 2012

No Class Memorial Day

June 4, 2012: Individual case presentation due today.

Gay Affirmative Interventions

Guest: Joe Kort

Reading:

1. Kort, Ch. 1,2

June 11, 2012

Stages of Change/Stages of Intervention

Readings:

1. Prochaska, Norcross, Diclemente: Chapter 2
2. Davis, D., Brodsky, S., (1992). Psychotherapy with the unwilling client. *Residential Treatment for Children and Youth*, 9(3), p. 15-27.
3. Dolan, Yvonne. (2003). The pragmatics of hope. *The Psychotherapy Networker*, 27(1), 39-43.
4. Drapeau, Martin; Korner, Annett C.; Brunet, Louis, (2004). When the goals of therapists and patients clash: A study of pedophiles in treatment. *Journal of Offender Rehabilitation*, 38,(3), 69-80.

June 18, 2012:

Clinical Issues: Trauma, Shame

Readings:

1. Teyber: Ch. 3, 5, 7, 8
2. Wylie, Mary Sykes (2004). The limits of talk. *The Psychotherapy Networker*, 28(1), 30-41+.
3. Sondra Brandler. (2000). Practice issues: Understanding aged Holocaust survivors. *Families in Society*, 81(1), 66-75
4. Trappler, B., Cohen, C., Rajesbree, T., (2005) Impact of early lifetime trauma in later life: depression among Holocaust survivors 60 years after the liberation. *American Journal of Geriatric Psychiatry*, 15:1, January, 2007
5. Herman: Ch.2, p. 33-50

June 25, July 2, July 9, July 16, 2012: Assignment 2 Due June 25, 2012

Evidence Based Practices: EMDR, MI, DBT, CBT

Readings:

1. Teyber: Ch. 9
2. Miller & Rollnick: Ch. 6 p. 52-84
3. Butler, Katy, (2001). Revolution on the horizon. *The Psychotherapy Networker*, 25(5), 26-39.
4. Mahoney, Annette M.; Daniel, Carol Ann, (2006). Bridging the power gap: narrative therapy with incarcerated women. *The Prison Journal*, vol. 86 (1), 75-88.
5. Linehan: Ch. 1 p. 1-7
6. Shapiro, Ch. 2, p. 13-29
7. Schwartz, Richard, (2001). No contest. *The Psychotherapy Networker*, 25(5), 32-35, 52.

July 23, 2012 Assignment 3 Due Today

Evaluation: outcomes

Termination

Readings:

1. Teyber: Ch 10
2. Drisko, James W., (2004). Common factors in psychotherapy outcome: meta-analytic findings and their implications for practice and research. *Families in Society*, 85 (1), Jan-Mar, 81-90.
3. Duncan, B., Miller, S., Sparks, J., Claud, D., Reynolds, L., Brown, J., Johnson, L.(2003). The session rating scale: Preliminary psychometric properties of a working alliance measure. *Journal of Brief Therapy*, 3 (1), p. 3-12.
4. Miller, Roger, (2000). Perspectives on the efficacy of psychotherapy, *Smith College Studies in Social Work*, 70(2), 207-216