



Winter Term 2013
Wednesday: 2 pm – 5 pm
SSW Bldg: 3752

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Course Title: Interpersonal Practice with Adult Individuals
Course Number: SW 628 (Sect 003 #27613)

PreReq: SW 521, Advanced Standing, or Instructor Permission

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 foundation course on interpersonal practice. 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. The course will include 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 studies. 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, including Brief Psychodynamic Therapy, Motivational Interviewing, Interpersonal Therapy, Cognitive and Dialectical Behavioral Interventions. These intervention models will also be evaluated for how well they fit the special needs of diverse populations.

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 evaluation course, 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 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 skill development such as: lecture, discussion, case presentations, gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, modeling with demonstration on video, etc. The instructor also welcomes any innovative ideas from students as to other modalities. Please know that this course syllabus represents a guide for the course and does not preclude changes deemed necessary by the professor or faculty at large. Such changes could include: the introduction of additional content, changes in order of content, changes in assignment and exam due dates, etc. Likewise, students are encouraged to act as critical reviewers of the course content throughout the semester and give comment and suggestions to the professor for consideration.

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 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.

Recommended References/Resources:

National Association of Social Workers, <http://www.socialworkers.org/pubs/code/default.asp>

International Social Work Code of Ethics, <http://www.ifsw.org/en/p38000015.html>

Encyclopedia of Social Work

Journals:

As social workers, you should also become familiar with the following journals (among many others available on specific areas of practice and specific professional issues):

AFFILIA-The Journal of Women and Social Work
 American Indian and Alaska Native Mental Health Research Journal
 American Journal of Orthopsychiatry
 American Journal of Public Health
 Child Welfare
 Families in Society
 Family Process
 Health and Social Work
 Journal of Clinical Social Work
 Journal of Evidence-Based Social Work Practice
 Journal of Health Care for the Poor and Underserved
 Journal of Indigenous Social Development
 Journal of Multi-Cultural Social Work
 Journal of Social Issues
 Journal of Social Work Education
 Journal of Social Work Values and Ethics
 Public Welfare
 Proceedings, National Conference on Social Welfare
 Psychotherapy Networker
 Smith College Studies in Social Work
 Social Casework
 Social Service Review
 Social Work
 Social Work Research

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.

Attendance in Class Sessions:

As an advanced practice course, it is important that you attend each class session.

Participation and class attendance are professional responsibilities. They are critical elements of this course and essential to its effectiveness. Students are expected to attend all classes for the full period, complete assigned readings for each week and prepare to discuss and share experiential knowledge, participate in class activities, and complete all assignments on time. Attendance will be taken at the beginning of each class. Also, feel free to draw on current events and literature related to course topics in order to promote our learning. If for any reason you miss more than two sessions, the grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort. If you miss a video you must view it outside of class and write a one page paper on its contents. Good attendance and participation will help your final grade, particularly if it falls on the margin. If you miss a video you must view it outside of class and write a half page paper on its contents.

Cell Phone and Laptop Use:

Please refrain from answering cell phones in class. If you need to answer the phone take it outside of the classroom. When class begins please turn off laptop computers as this is a Social Work practice class and participation is important to the development of Social Work practice skills. If you prefer to take notes on your laptop let me know, but I will walk around the classroom to assess whether you are working on class related activities.

Religious Holidays:

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

Grading:

Grades are earned by successfully completing the work on the assignments and by attending and participating in each class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment and class participation will be translated into letter grades according to the following formula.

100+	A+		
97-99	A	82-86	B-
92-96	A-	80-81	C+
90-91	B+	77-79	C
87-89	B	72-76	C-

Grading Criteria

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit (from:<http://ssw.umich.edu/studentGuide/2007/page.html>).

Written assignments will be evaluated on both content and style. In particular, your demonstrated ability to apply and integrate course material is one aspect of the evaluation process and the other centers on professional writing (i.e., coherent, concise, comprehensive, and correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing). Assignments are to be typed, double-spaced with one-inch margins, using Times New Roman or Arial 12 pt font. In fairness to other students, papers cannot be rewritten for a higher grade except when the initial grade is C or below. In that case the paper can be rewritten and the grade will be the average of the first and second paper. I am available to meet with you to discuss your papers and to suggest ways to strengthen your work.

Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

Work Expectation

The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six hours per week of preparation for this class. The assignments in this class have been developed to help the student systematically gain social work knowledge, to develop social work practice skills and values, and to enable the student to achieve successfully the goals and objectives of the course.

Writing Skills:

If you require assistance with writing skills, you are encouraged to contact the Gayle Morris Sweetland Writing Center (see <http://www.lsa.umich.edu/swc/>); 1139 Angell Hall, 764-0429, swcinfo@umich.edu). The center offers writing courses and support for graduate students. The Center's website provides various helpful writing guides, including one focusing on APA referencing standards.

References and Referencing Style

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association. (6th Edition). <http://www.apastyle.org/manual/>
Access to good online APA examples: <http://owl.english.purdue.edu/owl/resource/560/01/>

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. These are taken from <http://www.ssw.umich.edu/studentGuide/2007/>

Students with Disabilities:

Any student who feels that he/she may need an accommodation for any sort of disability, please talk to me as soon as possible as some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. The sooner I am made aware of your need for accommodation the earlier we can work together to make any necessary adjustments in consultation with various offices in the University. The U of MI and the SSW are committed to providing equitable and accessible resources for all students. The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities for students who have documented disabilities. Students must register with SSD to be eligible for services. For further information, visit the Office of Services for Students with Disabilities website: <http://ssd.umich.edu> or contact their office at 219 Angell Hall, Ann Arbor, Michigan 48109-3001, 734-763-3000; FAX, 734-936-3947; TTY, 734-615-6921. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

The SSW would also appreciate being informed, as soon as possible, of any special challenges a student might face in completing this program (such as physical challenges, speech or language needs, learning disabilities, chronic conditions, or other special needs) that may require accommodations at the field placement agency. Students should contact us early so that we may plan together to make this educational experience as successful as possible. For more information contact Nyshourn Price-Reed or Lauren Davis at the School of Social Work, 1748 School of Social Work Bldg., 734-936-0961.

Self and Group Care:

The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process them). We as a group will acknowledge and address our reactions through class discussions, reflective writings and other means. I hope we can create a mutually supportive learning environment for all of us in the class. If you experience a persistent and increasing sense of distress, anxiety, or trauma, it is important to seek assistance. The following are some of the resources available on and off campus:

UM School of Social Work-Office of Student Services (1748 SSWB) 734-936-0961

<http://ssw.umich.edu/contact/oss.html>

UM Counseling and Psychological Services (CAPS). 734-764-8312; <http://www.umich.edu/~caps/>

UM Medical Center Psychiatric Emergency Services. 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>

UM Sexual Assault Prevention & Awareness Center (SAPAC). 734-998-9368, 734-936-3333 (Crisis line); 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>

UM Center for Education of Women. 734-764-6005; <http://www.umich.edu/~cew/>

A Note on the Learning Environment:

While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members. *Classroom Discussion:* Listen respectfully without interrupting, respect one another’s views, criticize ideas not individuals or people, commit to learning- not debating, avoid blame and speculation, and avoid inflammatory language.

COURSE REQUIREMENTS AND ASSIGNMENTS

Classroom Attendance and Participation	10%
Ethical Issues Paper (due Jan 23rd, 2013)	10%
In Class Group Reading Presentations	10%
Clinical Case Intervention/Practice Literature Paper (due April 3, 2013)	35%
Group Presentations (Project Proposal due February 27 th ; presentations will be on April 10 th and April 17 th)	35%

Assignments:

1) Ethical Issues Paper: [1 page] Describe a current or past ethical dilemma you faced with a client or a dilemma that could occur. Discuss possible ways for resolving the dilemma or the way you did resolve it (10% of your grade). **(Due January 23rd, 2013).**

2) Group Reading Presentations: You will be divided into groups during the first class session. Each group will be assigned readings for the following week. We will not assign readings in advance as we sometimes do not cover all of the material in one class session. As a group you will be responsible for reading the material and presenting it (orally) to the rest of the class. A general overview is fine and your critique of the material is very valuable as well (10% of your grade).

3) Clinical Case Intervention/Practice Literature Paper (Approximately 12 pages/double spaced/APA format for references/citations). **(Due April 3, 2013).** (35% of your grade). I will take drafts of your papers to review and provide suggestions.

- Select a clinical case you have worked with in your field placement. If you do not have a clinical case you may select a topic that focuses on a particular problem area related to adult individuals, or I will provide you with a case. Please let me know if you need a case.
- Conduct an extensive review of the intervention/practice research literature of this specialized problem area using treatment manuals if available, peer-reviewed journal articles and selected documents or books. These sources should be current, published within the last ten years. Cite at least 10 sources from peer reviewed journals, books, treatment manuals, etc. throughout your paper and provide a reference list at the end.

For the paper, integrate the findings from your review under the following themes:

- Provide a concise clinical description of the case. This includes a description of the presenting problem, briefly what is known about the nature, prevalence, etiology of the identified problem, and impact on the functioning of the individual. Incorporate in this description section a discussion on multicultural issues, privilege, oppression, and other diversity factors related to worker/individual system characteristics and also the pathway to services (approximately 2-3 pages).
- Discuss your clinical decision making on how you developed an intervention plan for this case, with particular emphasis on how you collaborated with the client in developing this plan and making adjustments along the way if needed (approximately 2-3 pages).

- Describe in detail the intervention you used and how this relates to the current intervention practices/research for this problem, including any treatment manuals/handouts if they are available (approximately 4-5 pages).
- Provide a critical evaluation of your intervention as it compares to this practice/research literature, addressing strengths and limitations of each (approximately 2 pages).

(The total assignment is worth 35% of your grade for the course.).

4) Case Video Project. Presentations: **April 10th or April 17, 2013** (35% of your grade). We will schedule the times for the use of the clinical suites at the SSW in the first few weeks of class. You will most likely need an hour for set up and to do the video. Project Proposal due **February 27th, 2013**.

Guidelines for Case Video Project:

During the first class session, students will be divided into groups. Each group will prepare a class presentation applying a theoretical approach relevant to direct practice with individuals. The presentation is to take 30-45 minutes. The presentation will include the following: (1) assessment, (2) intervention, and (3) a role-play to illustrate the particular theoretical approach utilized with the individual. The presentation must be videotaped for viewing and evaluation on the day of the presentation. Background work should start as soon as possible. We will schedule your videotape session in the first few weeks of class. A learning points hand out (one page or brochure) is due the day of the presentation. I can copy those for you. One group paper discussing the theoretical perspective and its application to the case must be handed in on the day of the presentation. A Power Point presentation can be substituted for the paper. If there are any questions and/or concerns about the assignment, please see the instructor. Some possible approaches are listed below. If you choose another theoretical approach please let me know so that I can assist you in searching for appropriate materials.

Motivational Interviewing
 Rational Emotive Therapy
 Cognitive-Behavioral Therapy
 Dialectical Behavioral Therapy
 Psychodynamic Therapy
 Psychoanalytical Therapy
 Narrative Therapy
 Art Therapy
 Power Therapies
 Treatments Specifically Geared to substance abuse
 Crisis Interventions
 Brief Psychotherapies
 Treatments Specifically Geared to Autism Spectrum Disorders

Due Dates: Project Proposal: **February 27th, 2013**

Learning Points Hand-Outs Due Day of Presentation

Video Case Enactment Presentations and Papers: **April 10th and 17th, 2013**

Each of the working groups in this class is to develop a case video per the following guidelines:

1. Select a case (actual or hypothetical) and use the theoretical approach that your group has chosen. Remember to apply the ecological systems perspective, also.
2. Prepare a case assessment, intervention plan per the chosen theoretical approach, and develop a video-taped case enactment to illustrate the application of this approach.
3. Prepare a maximum 2 page (double spaced-12 pt. font) proposal with an overview of the presenting problem, description of the client (consumer), and the rationale for the chosen

theoretical approach that is to be utilized in assessing the case and developing the intervention plan (30-45 minutes allowed for the enactment and the discussion). **February 27th, 2013.**

4. Learning points **hand-out-due the day of the presentation.** Summarize what your audience can expect to learn. Example: what would you say to describe this video to someone who wants to view it for another class.
5. **Due the day of the presentation:** video-taped case enactment, maximum 5-7 page summary discussing the theoretical approach and its application to your case, this is in essence your critique. In lieu of this paper a Power Point presentation can be done (in class). Remember to watch your time on this, and include this as part of your presentation.

Required Text:

Jamison, Kay Redfield, (1999). *Night falls fast: Understanding suicide.* New York, NY: Random House, Inc.

O'Hare, Thomas. (2005). *Evidence-based practices for social worker: An interdisciplinary approach.* Chicago, IL: Lyceum Books Inc.

Red Eagle, Philip, H. (2007). *Red earth: A Vietnam warrior's journey.* Cambridge, U. K.: Salt Publishing.

Other Helpful Texts/Not Required:

Eamon, Mary Keegan. (2008). *Empowering vulnerable populations: Cognitive-behavioral interventions.* Chicago, IL: Lyceum Books Inc.

Walsh, Joseph. (2007). *Endings in clinical practice: Effective closure in diverse settings.* 2nd ed. Chicago, IL: Lyceum Books Inc.

Readings are in CTools under the Resource File in General Source Materials File.

1) January 9th

Overview of Course and Discussion of Ethics

Review Syllabus and Course Requirements

Discuss Ethical Issues Paper Due on January 23rd, 2013.

Discussion of Ethics

Cultural Competency Exercise

Required Reading:

Banks, S. (2008). Critical commentary: Social work ethics. *British Journal of Social Work*, 38, 1238-1249.

Recommended Readings:

DiFranks, N. N. (2008). Social workers and the NASW code of ethics: Belief, behavior, disjuncture. *Social Work*, 53(2), 167-176.

Eamon, Mary Keegan. (2008). *Empowering vulnerable populations: Cognitive-behavioral interventions.* Chicago, IL: Lyceum Books Inc. Chapter One: Vulnerable Populations. Pgs. 3-11.

Speicher, M. (1998). Ethical reasoning and ethical awareness. *Clinical Social Work Journal*, 4, 427-432.

Sue, D. W., Capodilupa, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial micro aggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.

2) January 16th

Evidence Based Practices for Social Workers

Required Readings:

O'Hare, Thomas. (2005). *Evidence-based practices for social worker: An interdisciplinary approach*. Chicago, IL: Lyceum Books Inc. Part 1: Defining Evidence-Based Practice in Social Work.

Chapter 1, Definition, Processes, and Principles (pgs. 1-13)

Chapter 2, Qualitative and Quantitative Assessment (pgs. 14-27)

Chapter 3, Selecting and Implementing Interventions (pgs. 28-45)

Chapter 4, Evaluating Interventions and Programs (pgs. 46-61)

3) January 23rd---- Ethical Issues Paper Due

Psychosocial Problems of Adults: Post Traumatic Stress Disorder

Required Readings:

Fredman, S.J., Monson, C. M., & Adair, K. C., in press). Implementing cognitive-behavioral conjoint therapy for PTSD with the newest generation of Veterans and their partners. *Cognitive and Behavioral Practice*, 1-11.

O'Hare, Thomas. (2005). *Evidence-based practices for social worker: An interdisciplinary approach*. Chicago, IL: Lyceum Books Inc. Part 2: Psychosocial Problems of Adults.

Chapter 8, Post Traumatic Stress Disorder (pgs. 146-219).

Red Eagle, Philip, H. (2007). *Red earth: A Vietnam warrior's journey*. Cambridge, U. K.: Salt Publishing. (Forward, Preface and pgs. 1-69, Red Earth)

4) January 30th

Psychosocial Problems of Adults: Substance Abuse and Dependence

Required Readings:

O'Hare, Thomas. (2005). *Evidence-based practices for social worker: An interdisciplinary approach*. Chicago, IL: Lyceum Books Inc. Part 2: Psychosocial Problems of Adults.

Chapter 6, Substance Abuse and Dependence (pgs. 63-146).

Chapter 16, Substance Abuse and Risky Sex in Adolescents and Young Adults (pgs. 489-545).

Red Eagle, Philip, H. (2007). *Red earth: A Vietnam warrior's journey*. Cambridge, U. K.: Salt Publishing (pgs. 71-132, Bois de Sioux).

5) February 6th

Psychosocial Problems of Adults: Depression

Required Readings:

Jamison, Kay Redfield, (1999). *Night falls fast: Understanding suicide*. New York, NY: Random House, Inc. Prologue, Chapters 1, 2, Essay, Chapter 3 (pgs. 3 -97).

O'Hare, Thomas. (2005). *Evidence-based practices for social worker: An interdisciplinary approach*. Chicago, IL: Lyceum Books Inc. Part 2: Psychosocial Problems of Adults.

Chapter 9, Depression (pgs. 220-256).

Recommended Readings:

Miranda, J., Green, B.L., Krupnick, J.L., Chung, J., Siddique, J., Belin, T., & Revicki, D. (2006). One-year outcomes of a randomized clinical trial treating depression in low-income minority women. *Journal of Consulting and Clinical Psychiatry, 74*, 99-111.

Schraufnagel, B.S., Wagner, A.W., Miranda, J., & Roy-Byrne, P.P. (2006). Treating minority patients with depression and anxiety: What does the evidence tell us? *General Hospital Psychiatry, 28*, 27-36.

6) February 13th

Psychosocial Problems of Adults: Schizophrenia; Antisocial and Borderline Personality Disorders

Required Readings:

Jamison, Kay Redfield, (1999). *Night falls fast: Understanding suicide*. New York, NY: Random House, Inc. Chapters 4, 5, 6, 7 (pgs. 98-212).

O'Hare, Thomas. (2005). *Evidence-based practices for social worker: An interdisciplinary approach*. Chicago, IL: Lyceum Books Inc. Part 2: Psychosocial Problems of Adults.

Chapter 5, Schizophrenia (pgs. 65-103).

Chapter10, Antisocial and Borderline Personality Disorders (pgs. 256-313).

Work on Proposal in Class (30 minutes)

7) February 20th

Brief Dynamic Therapy, Pharmacotherapy, Mental Health: Effects on Family

Required Readings:

Jamison, Kay Redfield, (1999). *Night falls fast: Understanding suicide*. New York, NY: Random House, Inc. Chapters 8, 9, 10 and Epilogue (pgs. 233-311).

Maina, G., Rosso, G., & Bogetto, F. (2009). Brief dynamic therapy combined with pharmacotherapy in the treatment of major depressive disorder: Long-term results. *Journal of Affective Disorders*, 114(1-3), 200-207

Recommended Readings:

deMello, M.F., Mari, J., Bacaltchuk, J., Verdelli, H., & Neugebauer, R. (2005). A systematic review of research findings on the efficacy of interpersonal therapy for depressive disorders. *European Archives of Psychiatry and Clinical Neuroscience*, 255, 75-82.

Work on Proposal in Class (30 minutes)

8) February 27th ---- Project Proposal Due for Group Presentations

Psychosocial Problems of Adults: Panic Disorder with Agoraphobia and Obsessive-Compulsive Disorder

Required Readings:

Eddy, K.T., Dutra, L., Bradley, R., & Westen, D. (2004). A multidimensional meta-analysis of psychotherapy and pharmacotherapy for obsessive-compulsive disorder. *Clinical Psychology Review*, 24, 1011-1030.

Mitte, K. (2005). A meta-analysis of the efficacy of psycho and pharmacotherapy in panic disorder with and without agoraphobia. *Journal of Affective Disorders*, 88, 27-45.

O'Hare, Thomas. (2005). *Evidence-based practices for social worker: An interdisciplinary approach*. Chicago, IL: Lyceum Books Inc. Part 2: Psychosocial Problems of Adults.

Chapter 7, Panic Disorder with Agoraphobia and Obsessive-Compulsive Disorder (pgs.146-190).

MARCH 6TH —STUDY BREAK

9) March 13th

Assessing Readiness to Change and Motivational Interviewing

Required Readings:

Glynn, L. H., & Moyers, T. B. (2010). Chasing change talk: The clinician's role in evoking client language about change. *Journal of Substance Abuse Treatment*, 39(1), 65-70.

Lundahl, B.W., Kunz, C., Brownell, C., Tollefson, D., & Burke, B.L. A meta-analysis of motivational interviewing: Twenty-five years of empirical studies. *Research on Social Work Practice* 20(2) 137-160.

Magill, M., Apodaca, T. R., Barnett, N.P., & Monti, P. M. (2010). The route to change: Within-session predictors of change plan completion in a motivational interview. *Journal of Substance Abuse Treatment* 38 (2010) 299–305.

10) March 20th----Guest Speaker on ASD

Autism Spectrum Disorder

Required Readings:

Helverschou, S.B., & Martinsen, H. (2011). Anxiety in people diagnosed with autism and intellectual disability: Recognition and phenomenology. *Research in Autism Spectrum Disorders*, 51(1), 377-387.

Kanai,C., Iwanami,A., Ota,H., Yamasue,H., Matsushima,E., Yokoi,H., Shinohara,K., & Kato,N. (2011).Clinical characteristics of adults with Asperger's Syndrome assessed with self-report questionnaires. *Research in Autism Spectrum Disorders*, 51(1), 185-190.

Kuzmanovic, B., Schilbach, L., Lehnhardt, F.G., Bente, G., & Vogeley, K. (2011). A matter of words: Impact of verbal and nonverbal information on impression formation in high-functioning autism. *Research in Autism Spectrum Disorders*, 51(1), 604-613.

Lang,R., Koegel,L.K., Ashbaugh,K., Regester,A., Ence,W., & Smith,W. (2010).Physical exercise and individuals with autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 41(4), 565-576.

11) March 27th

Cognitive Behavioral Therapy and Dialectical Behavioral Therapy

Required Readings:

Abramowitz, J. S., Franklin, M. E., Schwartz, S. A., & Furr, J. M. (2003). Symptom presentation and outcome of cognitive-behavioral therapy for obsessive-compulsive disorder. *Journal of Counseling and Clinical Psychology*, 71, 1049-1057.

Comtois, K.A., Elwood, L., Holdcraft, L. C., Smith, W. R., & Simpson, T. C. (2007). Effectiveness of dialectical behavior therapy in a community mental health center. *Cognitive and Behavioral Practice* 14 (2007) 406–414

Iverson, K. M., Shenk, C., & Fruzzetti, A. E. (2009). Dialectical behavior therapy for women victims of domestic abuse: A pilot study. *Research and Practice*, 40(3), 242–248.

Neacsiu, A. D., Rizvi, S. L., & Linehan, M.M. (2010). Dialectical behavior therapy skills use as a mediator and outcome of treatment for borderline personality disorder. *Behaviour Research and Therapy* 48,832-839.

Rossello, J., & Bernal, G. (1999). The efficacy of cognitive- behavioral and interpersonal treatments for depression in Puerto Rican adolescents. *Journal of Consulting and Clinical Psychology*, 67, 734-745.

12) April 3rd ----Clinical Case Intervention/Practice Literature Paper Due

Overview and Exercise on the use of Scales/Assessment Instruments

Required Reading:

O'Hare, Thomas. (2005). *Evidence-based practices for social worker: An interdisciplinary approach*. Chicago, IL: Lyceum Books Inc. Appendixes (pgs. 549-572).

Class Time to Work on Group Projects (30 minutes)

13) April 10th

Group Presentations

14) April 17th

Group Presentations—last class