



Interpersonal Practice with Adult Individuals
SW 628, sec. 1
Winter 2015
Monday, 9:00 – 12:00
Office hours: by appointment

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REQUIRED TEXTS:

* Teyber, E. (2010). Interpersonal Process in Psychotherapy: An Integrative Model. 6th Edition. Belmont, CA: Brooks/Cole.

*Davis, M., McKay, M., Eshelman, E. R. (2008). The Relaxation and Stress Reduction Workbook. Oakland, CA: New Harbinger. Sixth edition.

RECOMMENDED READINGS TO HELP WITH SPECIFIC ASSIGNMENTS:

Antony, M. M. & Barlow, D. H. (2004), Handbook of Assessment and Treatment Planning for Psychological Disorders. New York: Guilford.

Beck, A.T., Freeman, A. & Associates, (1990). Cognitive Therapy of Personality Disorders. New York, Guilford Press

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

*Fischer, J. & Corcoran, K. (2007). Measures for Clinical Practice: A sourcebook. New York: Oxford University Press.

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

*Hudson, W. (1982). The Clinical Measurement Package: A field manual. Homewood, IL: Dorsey.

Ivey, A. E., D'Andrea, M., Ivey, M. B., and Simek-Morgan, L. (2006). Theories of Counseling and Psychotherapy: A Multicultural Perspective (6th Edition). Boston: Allyn & Bacon. Murdock, N. (2008). Theories of Counseling and Psychotherapy: A Case Approach (2nd Edition). Prentice-Hall.

Kort, J., (2008). Gay Affirmative Therapy for the Straight Clinician. New York, Norton

Lev, Arlene Istar (2004): Transgender Emergence: Therapeutic Guidelines for Working with Gender-Variant People and Their Families, Hawthorn Clinical Practice Press.

Linehan, Marsha M., (1993). Skills Training Manual for Treating Borderline Personality Disorder, New York, Guilford Press.

Morrow, D. and Messinger, L., (2006). Sexual Orientation and Gender Expression in Social Work. Columbia University Press, New York, 2006.

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

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

Neukrug, E.S. & Schwitzer, A.M. (2006). Skills and Tools for Today's Counselors and Psychotherapists. Thompson: Belmont, CA.

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.

*Turner, F. J. (1996). Social Work Treatment: Interlocking Theoretical Approaches. Glencoe IL: Free press.

Walker, M. and Rosen W.B., (eds.) (2004). How Connections Heal: Stories from Relational-Cultural Therapy. New York: Guilford Press

Wood, J., (2010, 2007). Interpersonal Communication: Everyday Encounters. 6th Edition. Wadsworth Cengage Learning.

Books on reserve in Social Work Library are marked with *

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 comporment 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 fit the needs of various ethnic and racial groups. This course will emphasize that monocultural 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 and actual practice exercises, experiential activities, small group experiences, discussion and video material to enhance learning.

Attendance: *Students are expected to attend all class sessions.* Since this is a practice course, much of the learning is experiential and requires attendance. This means attendance is crucial to understanding the content of the course. You can miss one class with a valid excuse. Please contact the instructor before you miss the class in order for the excuse to be valid. Beyond this one absence you will lose points for missing class. Please save your one absence for sickness and/or any events you must attend instead of class.

Due dates: Assignments are expected to be handed in on time, in hard copy form, at the beginning of the class session for which they are due. *Do not wait for the class break to print out assignments.*

Participation: Beyond attendance, class participation is 10% of your grade. This includes participation in class exercises, sharing ideas and giving constructive feedback to your peers. There will be many opportunities and ways to participate in class, so please engage in ways that you are comfortable and in ways that push your comfort zone. Despite our cultural and personality differences, social work requires us to interact, and this will be an expectation in class as well.

Written Assignments:

All writing assignments are expected to be typed, double-spaced, using 12-point font, with 1" margins on each side, using APA style (5th edition). Your written work will be graded on a clear grasp and integration of the course content, completeness, thoroughness, originality and creativity, organization and clarity, format, writing style, grammar and appropriate referencing of sources. Good, clinical writing is expected and you will lose points for lack of clarity. If you need help with writing, please consult the Sweetland Writing Center at U of M, and feel free to talk with me about it.

Academic Conduct:

Please consult the Student Guide <http://www.ssw.umich.edu/studentGuide/> [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your written reports. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. Plagiarism can be grounds for expulsion from the School. A useful web resource on academic integrity can be found at: <http://www.lib.umich.edu/acadintegrity/>

ACCOMMODATIONS

If you need or desire an accommodation for a disability, please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with

class attendance or due dates for assignments so that we can make appropriate arrangements.

The Grading Scale is:

A = 100% - 95%

A- = 94% - 90%

B+ = 89% - 86%

B = 85% - 83%

B- = 82% - 80%

C+ = 79% -76%

C = 75% -73%

C- = 72% - 70%

Class Requirements:

Progress in this course will be assessed by four assignments. The aim of the assignments is to give you an opportunity to integrate what you are learning in class with your interpersonal work in field and for you to explore specific interests in certain methods used with adults.

Your Grade will be based on:

Class attendance and Participation	10%
Assign. 1: ethical dilemma paper	10%
Assign. 2: relaxation paper	20%
Assign. 3: group demonstration of intervention models	30%
Assign. 4: assessment and intervention paper	30%

Assignment 1:

Ethical Issues Paper: 2-3 pages. Describe a current or past ethical or cross-cultural dilemma you faced with a client or a dilemma that could occur. Discuss the client's position and your position as it relates to the dilemma. What are possible ways of approaching or resolving the dilemma, or in what way you did you actually approach or resolve it? Refer to the social work code of ethics and our other readings on ethics and cross-cultural social work. Cite the part of the code that relates to the dilemma. Cite at least one other reading from the course in the content of the paper. Include a list of your sources at the end of the paper. This assignment is worth 10% of your grade.

Assignment 2:

Self Awareness/Mindfulness Exercise: (no more than 6 pages in total)

- 1) In your clinical practice, note two distinct situations where your own anxiety escalates in reaction to working with clients. In two pages or less describe the two situations specifically noting the changes in your *thoughts, emotions, body sensations, and behaviors* that occurred as your anxiety or discomfort began to escalate.

- 2) Identify one (or two) self-awareness, mindfulness or relaxation techniques from your readings or class that you believe will help you in these situations. In one page or less, describe the actual technique(s) and how you plan to implement it.
- 3) Test out the use of the technique at least twice in your practice with the same or similar situations that you encounter in your clinical work. In two pages or less describe how you used the technique, whether or not was helpful, and in what ways. How did the technique affect your thoughts, emotions, body sensations and behaviors? How?
- 4) In less than a page, write a personal reflection on what you learned from this exercise.
- 5) Reference Chapter 1 in Teyber and any references you used in your study of the specific technique including the The Relaxation and Stress Reduction Workbook, Linehan's DBT manual, etc.

This assignment is worth 20% of your grade.

Assignment 3: Group Methods Assignment

During the first few class sessions, students will be divided into six pairs or groups. Each group will prepare a power point and a class presentation applying a theoretical approach relevant to direct practice with individuals.

Begin immediately to work on this. Don't wait. You need to coordinate schedules to plan a role play demonstrating the technique.

1) Review the Literature:

Start with a literature review of the technique including at least 5 sources. In your search use terms like "meta-analysis" and "review" in order find the best articles that summarize the scientific evidence for the approach. You can also include case studies, book chapters and training videos to enhance your review. I suggest one or two people coordinate the search, and the sources are circulated for everyone to look at. You do not have to write up this review. Use it to create your presentation and role play.

2) PowerPoint Presentation:

Based on the review prepare a power point presentation for the class. Give one print-out of the power point presentation to the instructor – three slides per page with line notes and send it to me by email as well:

- Briefly summarize the approach, in particular, the theoretical principals and main intervention techniques.
- Describe what kind of problems the technique is designed to address and how this fits with the case example of your role play.
- Briefly describe the evidence for the approach. What are the results of your literature search?
- Describe how this technique is used in beginning, middle and ending phases of intervention.
- Describe the strengths and limitations of the technique, with special consideration for how this technique may need to be adapted in work with diverse populations based on race,

ethnicity, social economic class, ability and disability, gender, gender identity, sexual orientation, religion, etc. Identify issues and populations for which it would not be indicated
-Give a brief assessment of the case you have used in your role play. Provide case information including the demographic profile of the client, and a brief review and history of the presenting problem.
-Include a reference slide of the sources you used.

3) Role Play:

Create a two- or three-part role play demonstrating two or three varying stages of interventions using this method, i.e., beginning, middle and end. You may be able to use actors from the role play class, yourselves, other students or willing people you know. In total the role play should not exceed 20 minutes. Describe which phases of treatment are represented.

4) Learning points.

Develop a one-page handout of the main points of your presentation and bring enough copies to for each student in the class.

The presentation is to take 45 minutes including the power point and the role play (not more)

The methods you will focus on are:

Motivational Interviewing
Cognitive-Behavioral Therapy
Dialectical Behavioral Therapy
Cultural Relational Therapy
Treatments specifically geared to substance abuse
Crisis Interventions or Advocacy Interventions

This assignment is worth 30% of your grade and will be due on weeks 9, 10, 11

Assignment 4

Intervention and Assessment Paper: Again, get started early on this project. Write a 7-9 page paper about a case that describes the following phases: assessment, intervention plan, intervention implementation, evaluation 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. ***Cite at least 4 references from class readings as they relate to your work with this client and provide a reference page at the end of the paper.***

Use these subheadings to organize your paper:

- **Assessment:** A brief description of the presenting problem including demographics and cultural identity issues (e.g., age, race, gender, class, sexual orientation, religion, ability/disability) history of the problem with **all material disguised to protect confidentiality**. Also include an actual diagnosis (DSM V) or a clearly stated clinical hypothesis.

- **Context:** The context in which you know this client and the client's precipitating issue.
- **Clinical impressions:** Include a brief description of the client's ability to engage, her/his/their physical, mental, emotional, social state at the time of the interview, and their motivation and stage of change.
- **History:** Provide a brief history of the problem, including family, health and social history that may be relevant.
- **Treatment Goals:** What are the goals of the intervention? What needs to change? Separate goals based on locus of control for the change. In other words, separate recommendations for system's interventions from changes that the client can control and change. (For example: **A systemic locus of control:** "the home insecure intervention program will work with Sandy toward a secure housing situation". **A client-based locus of control:** "Sandy will reduce negative thoughts that interfere with her attending her meetings with her case manager to work toward more secure housing")
- **Intervention Plan:** Based on the interventions we have studied in class, 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. Provide evidence for your choice of interventions.
- **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 or cross cultural issues that arise with your involvement in this case. Comment on your differences from or similarities to the client based on gender, race, ethnicity, class, age, sexual orientation, gender identity, religion, language, etc., and how you have addressed these differences.
- **Evaluation:** Describe how you would evaluate the efficacy of your work. Select or create a measure for the evaluation of the goals established for work with this particular client. If you can actually administer the measure with your client - wonderful, but you do not have to actually administer the measure. It is more important to describe how you would introduce the measure to your client. Write down what you actually might say to the client. Sources for finding instruments include: Fischer, J. & Corcoran, K. (2007). *Measures for clinical practice: A sourcebook*; Hudson, W. (1982). *The clinical measurement package: A field manual*. Homewood, IL: Dorsey; and Antony, M. M. & Barlow, D. H. (2004), *Handbook of Assessment and Treatment Planning for Psychological Disorders*. New York: Guilford. *The UM Library also has a web site to help search for measures:* <http://guides.lib.umich.edu/tests>

- **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 is worth 30% of your grade

Class Schedule

*The readings that are not in the two texts will be on c-tools and some of the full books from the readings will be on reserve in the library for you to use in assignments, etc.

Class 1: Jan 12:

Introduction
 Class requirements
 Group assignments and engagement exercise

Jan 19: No class for Martin Luther King Day: Consider attending a special event

Class 2: Jan 26:

Ethics lecture
 Ethical situations exercise

Required Readings:

- 1) Teyber: Chapter 1 and 2
- 2) Speicher, M. (1998). "Ethical Reasoning and Ethical Awareness". *Clinical Social Work Journal*, 4, 427-432. (momper)
- 3) Social Work Code of Ethics, NASW

Class 3: Feb 2: (Assignment #1 due – ethics and culture paper)

Cultural Competence vs. Cross Cultural Social Work (Yan and Wong)
 The Relationship and reflexive engagement

Required Readings:

- 1) Teyber: Chapter 2
- 2) Yan, M.C. & Wong, Y.R. (2005). "Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work." *Families in Society* 86(2), 181-188.
- 3) **Required:** Choose at least one of these identity readings that best fits your own identity experience and one that fits people that have a different identity experience than your own: (we will be working with these in class)

1. Hunter and Hickerson (2003), Chapter 4, "Individuals: Coming Out and Identity Development", Affirmative Practice: Understanding and Working with Lesbian, Gay, Bisexual and Transgender Persons, NASW Press

2. Lev, Arlene Istar, (2004), Chapter 7, "Transgender Emergence: A Developmental Process", in Transgender Emergence: Therapeutic Guidelines for Working with Transgender People and Their Families, Hawthorn Clinical Practice Press.

3. Tatum, B. (1997) Chapter 4 and 5, "(Racial) Identity Development in Adolescents and Racial Identity in Adulthood", from Why are all the Black Kids Sitting in the Cafeteria? Chapter 6,

4. Tatum, B. Chapter 6, "The Development of White Identity", Why Are All The Black Kids Sitting Together in the Cafeteria? Basic Books, 1997.

5. Sue, D., Chapter 5, "Racial/Cultural Minority Identity Development", Multicultural Social Work Practice.

Class 4: Feb 9:

The Goals of Assessment and Intervention: an overview

Developing Cross- cultural Skills: power, privilege and oppression

Your social positions and the client's social positions in IP Work

Required Readings:

4) Teyber: Ch. 3, 4

5) Davis et al. (2000). Chapters. 1, 2, 3, and 9 in The Relaxation and Stress Reduction Workbook. "How You React to Stress", "Body Awareness," "Breathing," and "Autogenics".

Class 5: Feb 16:

Assessment, Intervention and the Integration of Therapeutic Approaches

Assessment and goal setting practice exercise (with vulnerable populations)

Required Reading:

1) Ponzo, Z. (1976) "Integrating Techniques from Five Counseling Theories", Personnel & Guidance Journal, 54(8), 415-4191.

2) Davis et. Al, Chapters. 4 and 7, "Progressive Relaxation" and "Applied Relaxation Training".

Class 6, Feb 23:

Assessment, Intervention and the Integration of Therapeutic Approaches – continued

Required Readings:

1) Miller and Rollnick, Chapters 4, 5, and 6, "What is Motivational Interviewing?", "Change and Resistance: Opposite Sides of the Coin", "Phase 1: Building Motivation for Change"

March 2: Spring break, no class, have fun!

Class 7: March 9: (Assignment #2: relaxation and coping paper due)

Building Coping Skills and Trauma Recovery

Focus on Cutting and Other Para-suicidal Behaviors

Required Readings:

- 1) Teyber, Chapter 5, Helping Clients with Their Feelings
- 2) Davis, et. al, Chapters. 5 & 6 in Davis et al., “Meditation” and “Visualization”
- 3) Herman, Judith (1992), Chapters 1 and 2, “A Forgotten History” and “Terror”, In Trauma and Recovery: The Aftermath of Violence - from domestic abuse to political terror
- 4) Wylie, Mary Sykes (2004). The limits of talk. *The Psychotherapy Networker*, 28(1), 30-41+.

Optional Reading (and very helpful!):

- 5) Linehan, Marsha (1993), Chapters 7, 8, 9 and 10, “Core Mindfulness Skills: “Interpersonal Effectiveness Skills”, “Emotion Regulation Skills”, “Distress Tolerance Skills”, in the Skills Training Manual for Borderline Personality Disorder (pp 63-104).

Class 8, March 16:

Mental Illness and Pharmacology – Guest speaker

Required Readings:

- 1) Castillo, RJ (1997). “Personality Disorders,” from, Culture and Mental Illness: A Client-Centered Approach. Pacific Grove, CA: Brooks/Cole
- 2) Davis, Chapter 17, “Assertiveness Training”
- 3) Teyber: Ch. 6 and 7
- 4) 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

Class 9, March 23: (Assignment 3: group presentations due)

Evidence-based Practices

Student Presentations:

- Motivational Interviewing
- Cognitive-Behavioral Therapy

Required Reading:

- 1) Teyber: Ch 8
- 2) Eamon, Mary Keegan. (2008). Chapters 2, 3: “Cognitive-Behavioral Theory and Methods”, “Empowerment and Cognitive Behavioral Methods”, in Empowering Vulnerable Populations: Cognitive-Behavioral Interventions. Chicago, IL: Lyceum Books Inc.
- 3) Miller and Rollnick, Chapter 7 and 8, “Responding to Change Talk”, “Responding to Resistance”.

Class 10, March 30: (Assignment 3: group presentations due)

Evidence-based Practices
Student Presentations continued
Dialectical Behavioral Therapy
Cultural Relational Therapy

Required Readings:

- 1) 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.
- 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) Walker, M. and Rosen W.B., (2004). Chapters 1 and 3,"How Relationships Heal", "Walking a Piece of the Way", in How Connections Heal: Stories from Relational-Cultural Therapy. New York: Guilford Press, pp 35-52.

Class 11, April 6: (Assignment 3: group presentations due)

Evidence-based Practices
Student Presentations continued
Treatments specifically geared to substance abuse
Crisis Interventions or Advocacy Interventions

Required Readings:

- 1) Teyber Ch. 9
- 2) Rabill, et. al, (2011), Chapter 13, "The First Responder's Bridge to Protecting Young Veterans: A Social Worker's Design on Street Outreach", in Treating Young Veterans, edit. Kelly, et. al., New York: Springer Publishing, pp. 301-311.

Class 12: April 13: (Assignment #4: assessment and intervention paper due)

Affirmative Practice with TGLB adults
Middle stages of therapy
Cognitive-Behavioral Therapy/Relational Therapy with an Aging Man.

Required Readings:

- 1) 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.
- 2) Articles on working with men from the Psychotherapy Networker: Holly Sweet: "Women Treating Men", Barry Jacobs: "Game ON", David Wexler: "Shame-o-Phobia", Steven Stosney: "Lions without a Cause", (2010) Vol. 34, no. 3.
- 3) "APA Policy Statement: Transgender, Gender Identity, & Gender Expression Non-Discrimination", adopted by the American Psychological Association Council of Representatives August, 2008.

- 4) "LGB Psychotherapy Guidelines", American Psychological Association.

Class 13, April 20: Practice with Vulnerable Populations

Working with adult immigrant people – the need for advocacy

Required Readings:

- 1) Cambridge, P. and Williams L., "Approaches to Advocacy for Refugees and Asylum Seekers: A Development Case Study for a Local Support and Advice Service". *Journal of Refugee Studies*, 17(1), 97-113. (2004)
- 2) Cooper (2008), Chapter 11, "Narrative Therapy", from Clinical Social Work Practice: An Integrated Approach, Pearson
- 3) Mahoney, Annette M.; Daniel, Carol Ann, (2006). "Bridging the Power Gap: Narrative Therapy with Incarcerated Women". *The Prison Journal*, vol. 86 (1), 75-88.

Class 14: *This semester there are only 13 rather than 14 class sessions which cuts our course content short. Below is the would-be plan for class 14. I suggest you do the readings on self-care, etc.*

Termination

Self-care

Where are we going from here?

Required Readings:

- 1) Teyber, Chapter 10
- 2) Davis, Chapters 16, 18 and 21 "Goal Setting and Time Management", "Managing Work Stress", and "When It Doesn't Come Easy – Getting Unstuck".
- 3) Leight, Arlen Keith (2001), "Transpersonalism and Social Work Practice". *Social Thought*, 20: 1, 63-76