

**SW628 – Interpersonal Practice with Adult Individuals**

INSTRUCTOR: Abigail Eiler, LMSW, MSW  
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OFFICE HOURS: Mondays; 12:00-1:00PM and Tuesday; by appointment only  
CREDITS: 3  
PREREQUISITES: SW 521/Instructor Permission  
APPLIES TO & METHOD TYPE: Practice Method Concentration, Advanced IP Methods

**Course Description**

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 521. 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 & Practice Behaviors**

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. (Practice Behaviors 3.IP, 6.IP)
- 2) Assess the effectiveness of various kinds of intervention models and procedures that may be utilized with individual adults. (Practice Behaviors 6.IP, 10.c.IP)
- 3) Demonstrate 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. (Practice Behaviors 3.IP, 10.a.IP, 10.b.IP, 10.c.IP, 10.d.IP)
- 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). (Practice Behaviors 4.IP, 9.IP, 10.b.IP)
- 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. (Practice Behaviors 1.IP, 2.IP, 10.a.IP)
- 6) Identify ways to match or modify intervention methods effectively with [adult] client problems, across diverse populations, cultural backgrounds, sociopolitical contexts and available resources. (Practice Behaviors 4.IP, 9.IP, 10.c.IP)
- 7) Identify one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. (Practice Behaviors 1.IP, 4.IP, 5.IP)
- 8) Evaluate the efficacy of interventions used with adult clients including the use of specific evaluation measures. (Practice Behavior 10.d.IP)
- 9) Apply and articulate social work values, ethical standards, and principles unique to interpersonal practice interventions [with adults] involving diverse populations and settings. (Practice Behavior 2.IP)

### **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.

### **Theme Relation to Social Justice**

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. Examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.

### **Theme Relation to 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 to SW 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.

GOVERNING FACULTY APPROVAL DATE: 09/03/2014

### **Accommodations for Students with Disabilities**

If you need an accommodation for a disability, contact me as soon as possible. It is possible that aspects of the course can be modified to facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability or special need to me I will treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities (G664 Haven Hall or 734-763-3000).

### **Health and Wellness Services**

Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu); 734-936--0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health\\_Wellness\\_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf).

### **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) is accessible via internet: <http://www.apastyle.org/manual/> Additionally, you may access APA examples at: <http://owl.english.purdue.edu/owl/resource/560/01/> for further help citing references in course assignments.

## **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/>.

## **Course Requirements**

<b>Course Assignments &amp; Grading</b>	<b>Due Date</b>	<b>Points</b>
Attendance & Participation (includes Facilitation)	<i>Ongoing</i>	20
Reflection Paper #1	<i>9/28/2015</i>	5
Reflection Paper #2	<i>11/16/2015</i>	5
Ethics Issue Paper	<i>10/26/2015</i>	5
Online CPT Training	<i>By 11/23/2015</i>	15
Current Event & Stress Reduction Assignment	<i>By 11/2/2015</i>	35
Intervention Sharing	<i>By 12/7/2015</i>	15
<b>Total Possible Points</b>		<b>100</b>

### **Attendance & Participation (20 points)**

Regular class attendance is a requirement of this course. Your grade will be negatively impacted if more than one class is missed without this Instructor's approval. Please communicate any classes that you may miss to this Instructor via email ([rowea@umich.edu](mailto:rowea@umich.edu)) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a full point deduction for that class.

Each class encourages dialogue regarding the readings and lecture. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and to maintain the highest level of respect for one another as colleagues/peers, as well as for the clients and communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student's participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

On the first day of class you will choose a topic that corresponds with the course material. It will become your responsibility to facilitate the class discussion on the day the topic is covered in class. Weekly facilitations will occur after the lecture and in-class assignments are complete. You will be awarded 7 points for:

- creating thought provoking questions about the topic (4 points); and
- integrating PODS into the discussion (3 points).

### **Religious Observances**

Students will be excused from class for religious observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will 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.

### **Reflection Papers (5 points per paper)**

The purpose of your two reflection papers is to provide evidence that you understand the course material (i.e. Readings, Lectures, Guest Speakers, and Discussions). Each paper is expected to be **2-3 pages** in length and in APA format. These papers are designed to explore your thoughts related to the course content and discussions. While this assignment is designed to reflect on your thinking process, it must cite external sources as they will help you develop an informed opinion. Spelling and grammar will be considered during the grading process. Your reflection papers should be submitted on CANVAS. The first paper must be submitted by 9/28/2015 and the second prior to 11/16/2015. Any late submissions will result in a 1 point deduction.

### **Ethical Issues Paper (5 points)**

Describe a current or past ethical dilemma you faced with an adult client. If you have not had experience working with adult clients, then please identify a dilemma that you anticipate may occur in the future or one that you've heard of from a colleague or peer. Discuss possible ways for resolving the dilemma or the way you did resolve it. Make sure to reference what ethical violation exists in the identified dilemma. This brief paper should be **1 – 2 pages** in length and in APA format. It should reference a particular code or section of the NASW Code of Ethics. Any late submission will result in a ½ point deduction.

### **Online Cognitive Processing Therapy (15 points)**

The Medical University of South Carolina provides a nine hour web-based learning experience on Cognitive Processing Therapy (CPT). This training was initially developed for therapy with Veterans/Military populations. However, the demonstrated skills have been expanded to meet the needs of patients experiencing symptoms associated with depression and post-traumatic stress. This online training will help you better understand all aspects of CPT. At the conclusion of the training; you are required to upload your CPT certificate of completion to CANVAS to receive credit for this assignment. Any late submission will result in a full point deduction.

### **Current Event & Stress Reduction Assignment (35 points)**

Varying levels of distress are common responses amongst people who have experienced, witnessed, or were informed second handedly of a traumatic event. Identify a current event (one that has occurred in the past five years) that you are comfortable exploring for the purpose of this assignment. The event that you identify may be a personal or professional experience. It may also stem from the international, national, state or local news.

This **6 – 7 page paper (written in APA format)** must provide a brief description of the event and how it influenced your overall functioning and caused distress. You must cite a minimum of five sources from peer reviewed journals, books, treatment manuals, etc. throughout your paper and provide a reference list at the end. There is a worksheet available on CANVAS to help you explore the current event and your associated feelings.

Integrate what you are learning about trauma, mindfulness and stress reduction.

- Was there an emotional response to the event? How long did it last? What did you do to manage your stress level?
- Did you ever find yourself practicing mindfulness after the event? What types of things did you do? Were they helpful? Were there things that caused more distress?
- If you did not practice mindfulness, what other stress reduction techniques did you find yourself doing to help heal/recover from the traumatic event? Identify certain activities that helped boost your energy and mood?
- What protective factors existed in your life at the time of the current event and how did they influence your stress level(s)?

Knowing that we all have a great deal of resiliency, what did you learn from this event? How has your experience helped reduced other stressful or traumatic experiences that have occurred?

\*\*You may take the True Resilience Scale (<http://www.resiliencescale.com/your-resilience/test-your-resilience/>) and receive a brief summary of the findings. This scale is not required for the purpose of this assignment.

### **Intervention Sharing (15 points)**

On the first day of class when you choose your facilitation topics, you will also choose a day to share an intervention with the class. You may choose the same day that you facilitate discussion or a different day for your intervention sharing assignment. This is a group project; each participant in the group must play an active part in the intervention (e.g. narrator, clinical social worker, client, or family member). Your group is responsible for the following and completing the following objectives:

- (1) A brief 5 – 10 minute presentation on the theory as it related to the mental health disorder and directives related to applying the intervention. Make sure to include the:
  - a. Target population;
  - b. Treatment modality; and
  - c. Cultural considerations
- (2) A 10 - 15 minute in-class demonstration of the intervention.

Please type or scan the instructions on how to facilitate the intervention; it must be uploaded on CANVAS to receive credit for this assignment. If you are not the original author, then please reference the source of the intervention on the same page. Each intervention will be added to our class toolkit.

### **Grading for this Course**

A+ = 100%	B+= 89 – 91%	C+= 78 – 80%
A = 96 – 99%	B = 85 – 88%	C = 74 – 77%
A- = 92 – 95%	B- = 81 – 84%	C- = 70 – 73%

### **COURSE OUTLINE**

*\*MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE\**

### **9/14 Introduction to Culturally-Responsive Ethical Practice with Adults**

#### **Course expectations & review of Syllabus**

#### **Sign-up for Intervention Sharing & Discussion Facilitation**

#### **Required Readings:**

Courtois, C. A., & Ford, J. D. (2009). Chapter One: Defining and Understanding Complex Trauma and Complex Traumatic Stress Disorders. *Treating complex traumatic stress disorders (adults): An evidence-based guide (pp. 13-30)*. New York: Guilford.

Courtois, C. A., & Ford, J. D. (2009). Chapter Eight: Cultural Competence. *Treating complex traumatic stress disorders (adults): An evidence-based guide (pp. 166-182)*. New York: Guilford.

Edwards, J. B. (2015). Cultural Intelligence for Clinical Social Work Practice. *Clinical Social Work Journal*, 1-10.

NASW (1996). *NASW Code of Ethics*. New York: NASW Press.

## **9/21 Mindfulness Practice: How to Manage Anxiety with Adult Clients**

***Guest Speaker: Sara Hughes-Zabawa, LLMSW (MSW '13) – (6-7PM)***

### **Required Readings:**

Courtois, C. A., & Ford, J. D. (2009). Chapter Four: Best Practices in Psychotherapy for Adults. *Treating complex traumatic stress disorders (adults): An evidence-based guide (pp. 120-143)*. New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter One: How You React to Stress. *The relaxation and stress reduction workbook (pp. 1 – 18)*. New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Two: Body Awareness. *The relaxation and stress reduction workbook (pp. 19 – 26)*. New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Three: Breathing. *The relaxation and stress reduction workbook (pp.27 – 40)*. New Harbinger Publications.

Monteiro, L. M., Musten, R. F., & Compson, J. (2015). Traditional and contemporary mindfulness: finding the middle path in the tangle of concerns. *Mindfulness*, 6(1), 1-13.

### **Recommended Reading:**

Davis, J. H. (2015). Facing Up to the Question of Ethics in Mindfulness-Based Interventions. *Mindfulness*, 6(1), 46-48.

## **9/28 Depressive Disorders: Theory, Assessment, and Intervention**

### **Required Readings:**

Bettmann, J. E. (2006). Using attachment theory to understand the treatment of adult depression. *Clinical Social Work Journal*, 34(4), 531-542.

Courtois, C. A., & Ford, J. D. (2009). Chapter Two: Neurobiological and Developmental Research. *Treating complex traumatic stress disorders (adults): An evidence-based guide (pp. 61 – 93)*. New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Four: Progressive Relaxation. *The relaxation and stress reduction workbook (pp 41 – 46)*. New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Five: Meditation. *The relaxation and stress reduction workbook (pp. 47 – 64)*. New Harbinger Publications.

Knekt, P., Lindfors, O., Laaksonen, M. A., Raitasalo, R., Haaramo, P., Järvikoski, A., & Helsinki Psychotherapy Study Group. (2008). Effectiveness of short-term and long-term psychotherapy on work ability and functional capacity—a randomized clinical trial on depressive and anxiety disorders. *Journal of affective disorders*, 107(1), 95-106.

## **10/5 Clinical Interventions w/ Transgender Adults**

***Guest Lecturer: Maxine Thome, PhD, LMSW, MPH – Executive Director of NASW-Michigan***

### **Required Readings:**

Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J., ... & Zucker, K. (2012). Standards of care for the health of transsexual, transgender, and gender-nonconforming people, version 7. *International Journal of Transgenderism*, 13(4), 165-232.



Courtois, C. A., & Ford, J. D. (2009). Chapter Five: Assessment of the Sequelae of Complex Trauma. *Treating complex traumatic stress disorders (adults): An evidence-based guide* (pp. 495 - 523). New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Twelve: Refuting Irrational Thoughts. *The relaxation and stress reduction workbook* (pp 135 – 156). New Harbinger Publications.

GLAAD. (2015). Understanding Issues Facing Transamerica. CA: Movement Advancement Project.

### **Recommended Readings:**

Sanchez, N. F., Sanchez, J. P., & Danoff, A. (2009). Health care utilization, barriers to care, and hormone usage among male-to-female transgender persons in New York City. *American Journal of Public Health, 99*(4), 713.

## **10/12 Treating Adults with Severe Persistent Mental Health Symptoms**

### **Required Readings:**

Brown, L. F., Davis, L. W., LaRocco, V. A., & Strasburger, A. (2010). Participant perspectives on mindfulness meditation training for anxiety in schizophrenia. *American Journal of Psychiatric Rehabilitation, 13*(3), 224-242.

Courtois, C. A., & Ford, J. D. (2009). Chapter Twenty: Group Therapy. *Treating complex traumatic stress disorders (adults): An evidence-based guide* (pp. 495 - 523). New York: Guilford.

Danbolt, L. J., Miller, P., Lien, L., & Hestad, K. A. (2011). The personal significance of religiousness and spirituality in patients with schizophrenia. *The international journal for the psychology of religion, 21*(2), 145-158.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Nine: Autogenics. *The relaxation and stress reduction workbook* (pp 99 – 108). New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Ten: Brief Combination Techniques. *The relaxation and stress reduction workbook* (pp 109 – 116). New Harbinger Publications.

## **10/19 Fall Break – No Class**

## **10/26 Aging: Assessing the needs of Elders & Family Caregivers**

### **Required Readings:**

Courtois, C. A., & Ford, J. D. (2009). Chapter Twelve: Cognitive-Behavioral Therapy. *Treating complex traumatic stress disorders (adults): An evidence-based guide* (pp. 302 - 325). New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Eleven: Focusing. *The relaxation and stress reduction workbook* (pp 117 – 134). New Harbinger Publications.

Nelson-Becker, H., Nakashima, M., & Canda, E. R. (2007). Spiritual assessment in aging: A framework for clinicians. *Journal of Gerontological Social Work, 48*(3/4), 331–347.



Robertson, S. M., & Hopko, D. R. (2013). Emotional Expression During Autobiographical Narratives as a Function of Aging: Support for the Socioemotional Selectivity Theory. *Journal of Adult Development*, 20(2), 76-86.

## **11/2 Addiction: How to Elicit Change Talk with Adult Clients**

### **Required Readings:**

Bertholet, N., Faouzi, M., Gmel, G., Gaume, J., & Daeppen, J. B. (2010). Change talk sequence during brief motivational intervention, towards or away from drinking. *Addiction*, 105(12), 2106-2112.

Courtois, C. A., & Ford, J. D. (2009). Chapter Thirteen: Contextual Behavior Trauma Therapy. *Treating complex traumatic stress disorders (adults): An evidence-based guide (pp. 326 - 349)*. New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Six: Visualization. *The relaxation and stress reduction workbook (pp 65 – 72)*. New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Seven: Applied Relaxation Training. Progress. *The relaxation and stress reduction workbook (pp 73 – 82)*. New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Eight: Self-Hypnosis. *The relaxation and stress reduction workbook (pp 83 – 98)*. New Harbinger Publications.

## **11/9 Chronic Illness and the Use of Narrative Therapy**

### **Required Readings:**

Beels, C.C. (2009). Some historical conditions of narrative work. *Family Process*, 48(3), 363-78.

Hahn, E. A., Cella, D., Bode, R. K., & Hanrahan, R. T. (2010). Measuring social well-being in people with chronic illness. *Social Indicators Research*, 96(3), 381-401.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Thirteen: Facing Worrying and Anxiety. *The relaxation and stress reduction workbook (pp 157 – 186)*. New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Fourteen: Coping Skills Training for Fears. *The relaxation and stress reduction workbook (pp 187 – 204)*. New Harbinger Publications.

### **Recommended Readings:**

Hydén, L. C. (1997). Illness and narrative. *Sociology of health & illness*, 19(1), 48-69.

## **11/16 Martial Conflict – Working through Life Stressors**

### **Required Readings:**

Babcock, J. C., Green, C. E., & Robie, C. (2004). Does batterers' treatment work? A meta-analytic review of domestic violence treatment. *Clinical psychology review*, 23(8), 1023-105

Courtois, C. A., & Ford, J. D. (2009). Chapter Eighteen: Couple Therapy. *Treating complex traumatic stress disorders (adults): An evidence-based guide (pp. 443 - 465)*. New York: Guilford.

Courtois, C. A., & Ford, J. D. (2009). Chapter Fourteen: Experiential and Emotion-Focused Therapy. *Treating complex traumatic stress disorders (adults): An evidence-based guide* (pp. 350 - 378). New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Fifteen: Anger Inoculation. *The relaxation and stress reduction workbook* (pp 205 – 222). New Harbinger Publications.

### **11/23 Trauma Interventions: Working with Returning Veterans**

***Guest Speaker: Rachel Bennett, LLMSW, U.S. Air Force, Qualified Mental Health Provider***

#### **Required Readings:**

Courtois, C. A., & Ford, J. D. (2009). Chapter Seventeen: Internal Family Systems Therapy. *Treating complex traumatic stress disorders (adults): An evidence-based guide* (pp. 424 - 442). New York: Guilford.

Courtois, C. A., & Ford, J. D. (2009). Chapter Nineteen: Family Systems Therapy. *Treating complex traumatic stress disorders (adults): An evidence-based guide* (pp. 466 - 494). New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Sixteen: Goal Setting and Time Management. *The relaxation and stress reduction workbook* (pp 223 – 248). New Harbinger Publications.

Graf, N. M., Miller, E., Feist, A., & Freeman, S. (2011). Returning veterans' adjustment concerns: Family views. *Journal of Applied Rehabilitation Counseling*, 42(2), 13-23.

### **11/30 Termination: How to Effectively Terminate with Clients**

Anthony, S., & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26(3), 281-296.

Baum, N. (2007). Therapists' responses to treatment termination: An inquiry into the variables that contribute to therapists' experiences. *Clinical Social Work Journal*, 35(2), 97-106.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Seventeen: Assertiveness Training. *The relaxation and stress reduction workbook* (pp 249 – 278). New Harbinger Publications.

Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35(2), 79-90.

### **12/7 Professional Development & Self-Care**

Courtois, C. A., & Ford, J. D. (2009). Chapter Ten: Living and Working Self-Reflectively to Address Vicarious Trauma. *Treating complex traumatic stress disorders (adults): An evidence-based guide* (pp. 256 - 281). New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Eighteen: Work-Stress Management. *The relaxation and stress reduction workbook* (pp 279 – 296). New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Nineteen: Nutrition and Stress. *The relaxation and stress reduction workbook* (pp 397 – 328). New Harbinger Publications.

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Twenty: Exercise. *The relaxation and stress reduction workbook* (pp 329 – 354). New Harbinger Publications.

**12/14 Final Class – Celebration (Off-site)**

Davis, M., Eshelman, E. R., & McKay, M. (2008). Chapter Twenty-one: When It Doesn't Come Easy – Getting Unstuck. *The relaxation and stress reduction workbook* (pp 329 – 354). New Harbinger Publications.