



COURSE TITLE: Interpersonal Practice with Adult Individuals

CLASS NUMBER: 628 SECTION: 001

CREDIT HOURS: 3

PREREQUISITES: SW521, Advanced Standing, or permission of instructor

METHODS TYPE: Advanced Interpersonal Practice Methods Course

FALL, 2016

Monday 6PM-9PM

Class Room 3752 SSWB

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OFFICE HOURS: *Mondays 5:30pm-6pm*

- 1) **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.

- 2) **Course Content** This course will review assessment and diagnosis as well as 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, The Transtheoretical Model of Behavior Change, Motivational

Interviewing, Solution Focused, and Client Centered Psychotherapy. 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. 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).

- 3) **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)
- 4) **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.

- 5) **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. electro-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.
- 6) **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.
- 7) **Accommodations for Students with Disabilities** If you need an accommodation for a disability, please contact me as soon as possible. If you disclose a disability or special need to me, then I will treat that information as private and confidential. 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. For more information and resources, please contact the Services for Students with Disabilities (SSD) office; typically SSD recommends accommodations through a Verified Individual Services and Accommodations (VISA) form. Please present the VISA form to me at the beginning of the term. For more information please contact: the SSD office at G-664 Haven Hall | 505 S. State St. (734) 763-3000 | ssdoffice@umich.edu
- 8) **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.
- 9) **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.

10) **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/>.

11) **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

12) **Attendance & Participation (13 points)**

i) Attendance:

(1) 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. Any failure to communicate an absence to this Instructor will result in the full point deduction for that class.

ii) Participation:

- (1) Clinical skills require presence, undivided attention, respect, patience, an acceptance of diversity, and a nonjudgmental acceptance. Your behavior in this class is a reflection of your clinical skills. Questions and discussions in class should reflect professionalism when dealing with others.
- (2) 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.
- (3) Practice drills will be an essential part of class participation, drills and quizzes will be utilized to provide opportunities for informational praxis. Information will be presented as pre and post questions, then small groups will discuss the concepts to formulate newer questions to be presented to the class.
- (4) 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

13) **Non-graded and Graded Surveys (13 points):**

i) *Each class will start with a non-graded survey as an introduction to the content to be presented or as a review of necessary vocabulary; in a similar of a pre-test/post-test activity. It will provide direction and discussion. The day will conclude with a graded survey which will record one point.*

14) **Two Reflection Papers (5 points per paper)**

i) The purpose of your two reflection papers is to provide an opportunity for self-introspection or evidence that you understand the course material (i.e. Readings, Lectures, 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.

- ii) While the second assignment is designed to reflect on your thinking process, it should cite external sources as they will help you develop an informed opinion. Spelling and grammar will be considered during the grading process.
- iii) Your reflection papers should be submitted on CANVAS. Any late submissions will result in a 1 point deduction.
 - (1) The first paper must be submitted by *9/19/2016*; it must contain a *description* of the client population that you would like to treat or advocate for as a future mental health therapist. The description should identify treatment issues that you have an interest in providing. If you have experiences as a mental health provider you can relate those experiences if they are the source of your motivation.
 - (2) The second paper is due by *12/21/2016*; which will be based on any of the readings, lectures, or discussions that you found most interesting. If you wish to take the opportunity to bring forth an article that was not presented but has relevance please feel free to include it as a comparison.

15) **Ethical Issues Paper (10 points)** Integrating Privilege, Oppression, Diversity and Social Justice (**PODS**) into the discussion review the pitfalls of over identification with a client as well as negative counter-transference toward a client. You may encounter as a mental health clinician that dealing with clients who may not see your good intentions but see you as a representative of an oppressive system. This brief paper should be 2-6 pages in length and in APA format. It should reference a particular code or section of the NASW Code of Ethics or Michigan statute. *It must be completed by 1/7/16*. Any late submission will result in a ½ point deduction.

16) **Online Motivational Interviewing (10 points)** The *Improving MI Practices* (improvingmipractices.org) website offers a wide variety of moderated online courses and online supplements to traditional training for Michigan behavioral health professionals. You are to take 10 of the Motivational Interviewing course modules, for 1 point each. Upon completion of each module you are to upload your certificate of completion to CANVAS to receive credit for this assignment. *It must be completed by 12/12/16*. Late submissions will not be accepted.

17) **Two Graded Quizzes: (26 points)** Two separate graded quizzes will be based on the non-graded survey questions previously given in the class. All the questions will be familiar to you. The first graded quiz (13 points) will be given on 10/31/16 and the second quiz (13 points) will be on 12/5/16.

18) **Intervention Sharing (20 points)** Presentation groups and group members are to be identified by 10/17/2016; each participant in the group must play an active part in the presentation or intervention (e.g. narrator, clinical social worker, client, or family member). The group must contain 3-5 participants. The presentation *will be during the class time on 12/12/16*. Your group is responsible for the following and completing the following two objectives:

- (1) **A brief 5 – 10 minute presentation on any aspect of a diagnostic differentiation between two or more disorders or on an aspect of stages of change, motivational interviewing, or cognitive therapy.** Make sure to include the: Target population; Treatment modality; and Cultural considerations
- (2) **A 10 - 15 minute in-class demonstration of an aspect of Motivational Interviewing or CBT** Please type or scan the presentation or intervention; it must be uploaded on CANVAS to receive credit for this assignment. Please reference the source materials in APA format.

Course Assignments	Due Date	Points
1. Class Participation	Date of class	13
2. Surveys and Quizzes	Date of class	13
3. Reflection Paper #1	9/19/16	4
4. Reflection Paper #2	12/12/16	4
5. Ethics PODS Paper	10/31/16	10
6. Graded Quiz 1	10/31/16	13
7. Graded Quiz 2	12/5/16	13
8. Online Trainings	12/12/16	10
9. Presentation	12/12/16	20
	Total Possible Points	100

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%

Special Note:

- **Electronic Distractions:** One of the skills needed for counseling is the capacity to engage clients with focus and attention to the person. 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.
- **As the instructor I reserve the right to revise the course outline to fit the needs.**
- **Changes in readings will be sent by Announcement with a reasonable time on Canvas.**

	<p>Required References</p> <ol style="list-style-type: none"> 1. American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (DSM-5®)</i>. American Psychiatric Pub. 2. Miller, W. R., & Rollnick, S. (2012). <i>Motivational interviewing: Helping people change</i>. Guilford press 3. Beck, J. S. (1995). <i>Cognitive therapy: Basics and beyond</i>. New York: Guilford Press.
Date	TOPIC
9/12/16	<p>Crisis Prevention</p> <p>Course expectations & review of Syllabus</p> <p><i>Required Readings:</i></p> <ol style="list-style-type: none"> 1. DSM-5: Pg. 817 <p>Suggested:</p> <ol style="list-style-type: none"> 2. Calabro, K., Mackey, T. A., & Williams, S. (2002). Evaluation of training designed to prevent and manage patient violence. <i>Issues in mental health nursing</i>, 23(1), 3-15. 3. Duxbury, J., & Whittington, R. (2005). Causes and management of patient aggression and violence: staff and patient perspectives. <i>Journal of advanced nursing</i>, 50(5), 469-478.
9/19/16	<p>Suicide/ Depression</p> <p><i>Required Readings:</i></p> <p>DSM-5; pg.818; pp 801-806;</p>

	<p><i>Suggested/Not Required:</i> Death by Design 1995 science documentary directed by Peter Friedman</p>
9/26/16	<p><u>Bipolar/Schizophrenia</u> <i>Required Readings:</i> DSM-5: pg. 819-820; pp123-132; pp. 99-105 <i>Suggested:</i> My journey with schizoaffective disorder https://youtu.be/Klfw-ljOQGg</p>
10/3/16	<p><u>Substance Disorder</u> <i>Required Readings:</i> 1. DSM-5: pg. 821; pp. 160-168 2. Courtois, C. A., & Ford, J. D. (2009). Treating complex traumatic stress disorders: Scientific Foundations and Therapeutic Models. New York: Guilford--Chapter 16</p>
10/10/16	<p><u>Stress/ PTSD</u> <i>Required Readings:</i> 1. DSM5: pg. 822; pp. 271-278; 291-307 2. Courtois, C. A., & Ford, J. D. (2009). Treating complex traumatic stress disorders: Scientific Foundations and Therapeutic Models. New York: Guilford--<u>Ch 1, 2, and 9.</u></p>
10/17/16	<p><u>Cultural and Discrimination</u> <i>Required Readings:</i> 1. Courtois, C. A., & Ford, J. D. (2009). Treating complex traumatic stress disorders: Scientific Foundations and Therapeutic Models. New York: Guilford--Chapter 8 2. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change.</i> 3rd Edition Guilford press. pp 120-130</p>
10/24/16	Fall Study Break
10/31/16	<p><u>Stages of Change and Treatment</u> <i>Required Readings:</i> 1. DSM-5: pg. 824-5; 2. Courtois, C. A., & Ford, J. D. (2009). Treating complex traumatic stress disorders: Scientific Foundations and Therapeutic Models. New York: Guilford--Chapters 4, 12, and 17</p>
11/7/16	<p><u>Motivational Interviewing</u> <i>Required Readings:</i> 1. DSM-5: pg. 826-7; 2. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change.</i> 3rd Edition Guilford press.pp1-36</p>
11/14/16	<p><u>Motivational Interviewing</u> <i>Required Readings:</i> 1. DSM-5: pg. 828-831; 2. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change.</i> 3rd Edition Guilford press. 37-119 3. Beck, J. S. (1995). <i>Cognitive therapy: Basics and beyond.</i> New York: Guilford Press. Chapters 1-5</p>
11/21/16	<p><u>Motivational Interviewing/ CBT</u> <i>Required Readings:</i> 1. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change.</i> 3rd Edition Guilford press. pp155-230 2. Beck, J. S. (1995). <i>Cognitive therapy: Basics and beyond.</i> New York: Guilford Press. Chapters 6-9</p>
11/28/16	<p><u>CBT</u> <i>Required Readings:</i></p>

	Beck, J. S. (1995). <i>Cognitive therapy: Basics and beyond</i> . New York: Guilford Press. Chapters 10-15
12/5/16	<p>Case Management</p> <p><i>Required Readings:</i></p> <p>Rapp, C.A., Goscha, R.J.(2006) The Strengths Model Case Management with People with Psychiatric Disabilities. Oxford: University Press---Chapter 1 and Chapter 6</p> <p><i>Suggested:</i></p> <ol style="list-style-type: none"> 1. Tahan, H. A., & Sminkey, P. V. (2012). Motivational interviewing: Building rapport with clients to encourage desirable behavioral and lifestyle changes. <i>Professional case management</i>, 17(4), 164-172. 2. Courtois, C. A., & Ford, J. D. (2009). Treating complex traumatic stress disorders: Scientific Foundations and Therapeutic Models. New York: Guilford--Chapter 10
12/12/16	Group Presentations