

SW628-002: Interpersonal Practice with Adult Individuals

Tuesdays, 6p – 10p
Room 2752 SSWB

Instructor: Daphne Brydon, LMFT, LMSW
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Office Hours: By appointment (*Please call/email to schedule a time*)

REQUIRED TEXTBOOKS: There is no textbook for this course.

The materials for this course are housed on the University's web-based course management platform "Canvas." You can log in here: <https://canvas.umich.edu>. Readings will be available on Canvas, organized by class date or available directly from a website. Students are expected to complete all readings prior to class.

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 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. (*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.

RELATIONSHIP OF THE COURSE TO CURRICULAR THEMES:

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.

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.

Social Work Ethics & 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.

The NASW Code of Ethics www.socialworkers.org/pubs/code/code.asp

INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY, and SOCIAL JUSTICE (PODS): This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will facilitate PODS learning and support students' development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.

LEARNING NEEDS AND ACCOMMODATIONS: If you need or desire an accommodation for a disability, please let me know as soon as possible. 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 throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:

Location: G664 Haven Hall

Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661

Email: ssdoffice@umich.edu

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) at 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. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

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 the responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments due to 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.

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 Guide, Vol. 1, Sec. 8.01 states that an "I" grade *is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of the course work approved by the instructor.* The student must formally request in incomplete from the instructor prior to the final week of classes.

USE of ELECTRONICS DURING 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, please step out of the class and return when you are done. It is expected that your computer will only be used to take notes during lectures or instructor-specified times during the class.

A NOTE ON THE CLASSROOM LEARNING ENVIRONMENT: Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. **Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity.** There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content - and this is yet another reason I stress the importance of class participation and attendance.

A NOTE ON CLASSROOM LEARNING ENVIRONMENT (cont'd)

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing.

We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please ***honor this process***.

COURSE REQUIREMENTS: Students are expected to attend all classes for the full time frame, complete assigned reading(s) for each week, participate in class activities/discussions, and complete all assignments on time.

ATTENDANCE and PARTICPATION: Your attendance and participation reflects the basic elements of any social work relationship – to show up **and** remain present.

If you need to miss a class, in part or in total, you are required to notify me via email (dmbrydon@umich.edu) or phone/text (734-272-5634) **in advance of our class meeting time**. Failure to communicate an absence to the instructor will result in an automatic one-point deduction toward your final grade. Missing more than one class, in part or in total for any reason, will result in a one-point automatic deduction toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

I fully recognize levels of participation may vary based on comfort and interest in topics of discussion. The participation dynamic mirrors one you might experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and take action, as appropriate. I will do my best to honor each student's participation level in the course. Please communicate any difficulty you are experiencing related to course material and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

CLINICAL CONSULTATION GROUPS: Each student will be assigned to a clinical team with whom they will work throughout the semester. Clinical teams will be assigned following the first class session and will meet during weekly class sessions to engage in in-class exercises and discussions that focus on skills practice, clinical based homework assignments, and integrative learning related to the lectures and course readings. Clinical consultation teams will also develop and facilitate a clinical workshop together.

READINGS: All course readings will be available on the school's web-based course management platform, Canvas. Readings are organized in Modules by class date, or they will be available directly from a website. You can log in to Canvas here: <https://umich.instructure.com>.

Students are expected to **complete all readings prior to class**.

GRADING PROCEDURE AND SCALE: Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment will be provided via Canvas and reviewed in class. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The total point to final grade is as follows:

A+ = 100	B+ = 89 – 91	C+ = 79 – 81	D = 66 - 71
A = 97 - 99	B = 86 – 88	C = 76 – 78	E = Less than 66
A- = 92 - 96	B- = 82 – 85	C- = 72 – 75	

**Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.

FOR ALL ASSIGNMENTS, YOU WILL BE GRADED ON:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Quality of writing skills: clarity of thought, organization, and flow (also see below)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc)
- Insightfulness and clinical acuity
- Integration of reading materials, as requested
- Ability to discern which aspects of use of self would be important in assessment or intervention

WORK EXPECTATION FOR THIS COURSE: 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 eight (8) 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:

Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class, and in most of your classes, you are asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

<http://apastyle.apa.org/>
<http://grammar.ccc.commnet.edu/grammar/>
<https://owl.english.purdue.edu/owl/resource/560/01/>)

When you cite a source for one of your papers, use APA style citation. Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

PLAGIARISM:

Don't do it. Representing someone else's words, statements, ideas of works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

<http://archive.ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

Another helpful resource: <http://www.lib.umich.edu/academic-integrity/resources-students>. Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.

OTHER NOTES: I try to provide clear, thoughtful feedback that is aimed at helping you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** If I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.

YOUR GRADE FOR THIS COURSE WILL BE BASED ON:

- 10% Attendance and Participation
- 15% Clinical Assessment Paper & Case Presentation – **due May 23**
- 10% Case Presentation Reflection – **due May 30**
- 15% Clinical Certificate: Cognitive Processing Therapy – **due June 6**
- 50% Clinical Workshop
 - (10) Individual: Annotated Bibliography – **due June 13**
 - (10) Group: Resource Handout – **due June 27**
 - (30) Group: One-hour Workshop Presentation – **July 11, 18, & 25**

SW 628_SpSu 2017: ASSIGNMENT GUIDELINES

Class Attendance and Participation

Attendance is a requirement. Active participation is a requirement. Students who attend every class, are attentive and present, responsive to others, and regularly contribute to discussion will receive all 5 points.

Clinical Assessment Paper & Case Presentation

Due May 23

Each student will select one memoir to read from the specified list and complete a biopsychosocial-spiritual assessment based on the content from the book. The list of memoir options and specific guidelines for this assignment will be provided and reviewed during the first class session. Required length: 2 – 3 pages, single-spaced with appropriate headings.

ASSIGNMENT GUIDELINES: CLINICAL ASSESSMENT PAPER & CASE PRESENTATION (cont'd)

Case Presentations should be prepared using PowerPoint and follow the format below. Presentations will be delivered to and discussed within students' clinical consultation group. Presentation + Discussion should not exceed 20 minutes per student.

- (1) Identify at least one clinical question or discussion question you would like to address in this case presentation and accompanying discussion. [1 slide]
- (2) Provide a brief case/scenario description: presenting problem/concern, critical issues, relevant histories (social, family, medical, psych, education). Include enough information to engage your colleagues in discussion while also keeping this case description information to a minimum. [No more than 2 slides]
- (3) Summary of your clinical formulation or impressions. Include any therapist/client system diversity factors that had an impact on your clinical impressions. [1 slide]
- (4) Considering the significant relationships on the author's experience, particularly emphasizing therapeutic relationship(s), what stood out to you as especially significant/helpful and what stood out to you as not helpful? [1 slide]
- (5) Regardless of what happened in the memoir, if you were to start working with this client, describe the interventions, strategies or treatment goals you would pursue. Why? [1 slide]

Case Presentation Reflection

Due: May 30

The written case presentation reflection should provide a brief summary of the clinical team discussion related to the student's clinical/discussion question. Additionally, the reflection should include critical responses to the following questions. Your written case reflection summary should be no more than 2 pages, single-spaced:

- (1) Why did you pick this memoir? Briefly describe your personal responses to the story and the author's perspective of their illness/disability/disease/experience.
- (2) How do stigma, race, gender, class, historical context, etc. impact the author's experience and relationships with family, friends, employment, and/or providers of care?
- (3) What is your primary take-away from this assignment?

Clinical Certificate: Cognitive Processing Therapy

Due June 6

The Medical University of South Carolina provides a nine hour, web-based learning experience on Cognitive Processing Therapy (CPT). CPT was initially developed for use with Veterans and Military populations to address symptoms related to post-traumatic stress and depression. However, the skills have been demonstrated to also meet the needs of non-military patients experiencing symptoms associated with depression and post-traumatic stress. This training will help you better understand all aspects of CPT and at the conclusion, you will receive a certificate of completion. You are required to complete a brief reflection paper and upload your CPT certificate of completion to CANVAS in order to receive credit for this assignment. Register for and complete the training here: <https://cpt.musc.edu>

Clinical Workshop

Due: July 11

Students will work with their clinical consultation team throughout the semester to develop a workshop presentation related to a mental health treatment modality. Groups will be organized based on topics of interest and some time will be allotted in class to work on the presentations. Groups will sign up to present their 60-minute workshops in class on July 11, 18, and 25. Workshop presentations will include a didactic teaching component, an interactive skills-practice component, and at least one role play.

Topics and assignment guidelines will be provided and discussed during the first class session. Groups will be identified no later than the second session of class. All groups will submit their workshop presentations on July 11 – even if the group is presenting on July 18 or 25.

CLINICAL WORKSHOP TOPICS

Dialectical Behavioral Therapy (DBT)
Family Psychoeducation (FPE)
Interpersonal Psychotherapy (IPT)
Narrative Therapy
Relational Cultural Therapy (RCT)
Solution-Focused Brief Therapy (SFBT)

SW 625_SpSu2016: WEEKLY COURSE OUTLINE

Session One: May 9 [HYBRID]

Course Overview and Introductions

Ethical and Diversity Considerations in Practice with Adults

Edwards, J.B. (2015). Cultural intelligence for clinical social work practice. *Clinical Social Work Journal*, 1-10.

The NASW Code of Ethics www.socialworkers.org/pubs/code/code.asp

Session Two: May 16

Biopsychosocial Assessment and the Individual Context

Alegria, M, Atkins, M, Farmer, E, Slaton, & Stelk, W. (2010). One size does not fit all: Taking diversity, culture and context seriously. *Administration and Policy in Mental Health and Mental Health Services Research*, 37, 48-60.

Hansen, J. (2010). Consequences of the postmodernist vision: Diversity as the guiding value for the counseling profession. *Journal of Counseling and Development*, 88(1), 101-107.

Schwartz, R. (2001). No contest: How a therapist learned to listen. *The Psychotherapy Networker*, 25(5).

Wylie, M.S. (2004). The limits of talk. *The Psychotherapy Networker*, 28(1), 30-41.

Session Three: May 23 [HYBRID]

Clinical Assessment & Case Presentation DUE

Clinical Consultation Team Meeting

**Each student will select one memoir to read from the specified list (below) and complete a written biopsychosocial-spiritual assessment based on the content from the book.

Shoot the Damn Dog: A Memoir of Depression (*Sally Brampton*)
Just Checking: Scenes from the Life of an Obsessive-Compulsive (*Emily Colas*)
Wasted: A Memoir of Anorexia and Bulimia (*Marya Hornbacher*)
An Unquiet Mind: A Memoir of Moods and Madness (*Kay Redfield Jamison*)
Just Add Hormones (*Matt Kailey*)
Skin Game (*Caroline Kettlewell*)
Nina Here Nor There: My Journey Beyond Gender (*Nick Krueger*)
Planet of the Blind: A Memoir (*Stephen Kuusisto*)
Blue Genes (*Christopher Lukas*)
Waist-High in the World: A Life Among the Nondisabled (*Nancy Mairs*)
She's Not There (*Jennifer Moylan*)
Willow Weep for Me: A Black Woman's Journey Through Depression (*Meri Nana-Ana Danquah*)
The Quiet Room: A Journey Out of the Torment of Madness (*Lori Schiller & Amanda Bennett*)

Session Four: May 30

Case Presentation Reflection DUE

No formal class

Students encouraged to use this time to work on Cognitive Processing Therapy Certificate

Session Five: June 6

CPT Certificate & 1-page Reflection DUE

Assessment: Suicide, Trauma, and Intimate Partner Violence
Survey of Common Mental Health Disorders

Felitti, VJ, et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE study). *American Journal of Preventative Medicine, 14*, 245-258.

Keeling, J., & Van Wormer, K. (2012). Social worker interventions in situations of domestic violence: What we can learn from survivors' personal narratives? *British Journal of Social Work, 42*(7), 1354-1370.

Kleiman, E.M., Riskind, J.H., & Schaefer, K.E. (2014). Social support and positive events as suicide resiliency factors: Examination of synergistic buffering effects. *Archives of Suicide Research, 18*(2): 144-155.

Luoma, J., Martin, C., & Pearson, J. (2002). Contact with mental health and primary care providers before suicide: A review of the evidence. *The American Journal of Psychiatry, 159*(6), 909-16.

OR

Stanley, I., Hom, M., & Joiner, T. (2015). Mental health service use among adults with suicide ideation, plans, or attempts: Results From a national survey. *Psychiatric Services, 66*(12), 1296-1302.

Session Six: June 13

From Assessment to Intervention

Motivational Interviewing and Substance Use

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*(2), 2106 – 2112.

Sheppard, M. & Clibbens, J. (2015). Preventive therapy and resilience promotion: An evaluation of social work led skills development group work. *Child and Family Social Work, 20*, 288 – 299.

Watson, J. (2011). Resistance is futile? Exploring the potential of motivational interviewing. *Journal of Social Work Practice, 25*(4), 465-479.

Wylie, Barrett, Besser, Bouman, Bridgman, Clayton, . . . Rathbone. (2014). Good practice guidelines for the assessment and treatment of adults with gender dysphoria. *Sexual and Relationship Therapy, 29*(2), 154-214.

Session Seven: June 20

Group: RESOURCE HANDOUT DUE

Support Groups, Chronic Illness, and End of Life

Guest Speaker: Using Improv in Clinical Social Work (Peter Felsman, LLMSW) – Time TBD

Ache, K., Harrold, J., Harris, P., Dougherty, M., & Casarett, D. (2014). Are advance directives associated with better hospice care? *Journal of American Geriatrics Society, 62*(6), 1091-1096.

OR

Van Dorn, R.,A., Scheyett, A., Swanson, J. W., & Swartz, M. S. (2010). Psychiatric advance directives and social workers: An integrative review. *Social Work, 55*(2), 157-67.

Fergie, G., Hilton, S., & Hunt, K. (2016). Young adults' experiences of seeking online information about diabetes and mental health in the age of social media. *Health Expectations, 19*(6), 1324-1335.

Humble, M.N., Lewis, M.L., Scott, D.L., Herzog, J.R. (2013). Challenges in rural social work practice: When support groups contain your neighbors, church members and the PTA. *Social Work with Groups, 36* (2-3), 249 – 258.

Oliver, D.P., Washington, K., Wittenberg-Lyles, E., Gage, A., Mooney, M., & Demiris, G. (2015). Lessons learned from a secret Facebook support group. *Health and Social Work, 40* (2), 125-133.

Steitzer, C. (2011). The brilliant genius: Using improv comedy in social work groups. *Social Work With Groups, 34*(3-4), 270-282.

Other Interesting Resources (not required)

Stuart Brown's TED Talk on the importance of play:

www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital?language=en

This American Life #532: Magic Words (Aired Aug 15, 2015)

www.thisamericanlife.org

Session Eight: June 27

Cognitive Behavioral Therapy

Levita, Salas Duhne, Girling, & Waller. (2016). Facets of clinicians' anxiety and the delivery of cognitive behavioral therapy. *Behaviour Research and Therapy*, 77, 157-161.

Lorenzo-Luaces, Keefe, & Derubeis. (2016). Cognitive-behavioral therapy: Nature and relation to non-cognitive behavioral therapy. *Behavior Therapy*, 47(6), 785-803.

Westra, H., Constantino, M., & Antony, M. (2016). Integrating motivational interviewing with cognitive behavioral therapy for severe generalized anxiety disorder: An allegiance-controlled randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 84(9), 768-782.

NO CLASS: July 4 - Have a safe and enjoyable holiday!

Session Nine: July 11

Group: CLINICAL WORKSHOP MATERIALS DUE

Clinical Workshop

Guest Speaker: Meditation and Movement-Based Interventions (Caryn Lund, LMSW) – 7:30p – 9p

Schmidt, A. (2016). The ethics and politics of mindfulness-based interventions. *Journal of Medical Ethics*, 42(7), 450.

**Additional readings for this week will be posted to Canvas by June 28, 2016, based on the resources provided by the groups presenting Clinical Workshops on this date.

Session Ten: July 18

Clinical Workshops

**This week's readings will be posted to Canvas by June 28 2016, based on the resources provided by the groups presenting Clinical Workshops on this date.

Session Eleven: July 25

Clinical Workshops + Putting It All Together

Hocker, J. (2014). Loving What I Leave: Closing My Therapy Practice. *Qualitative Inquiry*, 20(3), 239-245.

Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C., & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. *Psychotherapy Research*, 21(2), 154-167.

**Additional readings for this week will be posted to Canvas by June 28 2016, based on the resources provided by the groups presenting Clinical Workshops on this date.