



Interpersonal Practice with Adult Individuals

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SW 628

Spring/Summer, 2018

Mondays, 1:00pm to 5:00pm

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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 comportsment 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 mono-cultural clinical models must be adapted to fit the definitions of "problem" and "treatment" that exist in diverse groups in order for social workers to practice with adults from diverse backgrounds.
- *Social Justice and Social Change* will be addressed by recognizing that, historically, clinical services have excluded poor and oppressed clients from "talking therapies." Often these clients were given the harshest and most restrictive treatments (e.g. shock, sterilization, medications, and lobotomies), whereas more privileged clients were granted more benign interventions (e.g. outpatient family therapy). This course will examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.
- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through a focus on intervention models and intervention procedures that can be used to prevent and treat psychosocial problems of adults.
- *Behavioral and Social Science Research* will be addressed through careful selection of intervention models for which there is empirical evidence on efficacy. Students will learn that although many time-limited models of practice with adults have proliferated over the past two decades, not all of them have generated research that demonstrates their efficacy.

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, group discussion and video material as appropriate. Students are expected to attend all class sessions. **The instructor must be notified in the event of an absence due to illness or emergency.**

- **More than 1 absence will result in a reduction in the final grade. More than 2 absences will require special consideration.**
- **Assignments are expected to be on time. Assignments that are turned in late will result in an automatic reduction in the grade.**
- **Class participation is required and is worth 10 % of your final grade. Participation will include participation in various in-class exercises as well as giving critical feedback to your fellow classmates.**

Grading:

The requirements listed below are the minimal expectations for class assignments, and if followed precisely will result in a “B+” grade for the assignment. A grade higher than “B+” will be given to work that has gone above and beyond the minimal qualifications. This would reflect more thorough, thoughtful and thought provoking work on your part. This will be discussed in detail in class. Feel free to ask questions about this policy!

Accommodations:

Any Student who has a disability or condition that may interfere with your participation in this course, please feel free to contact me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Class Requirements:

Progress in this course will be assessed by 4 assignments. The aim of the assignments is to give you an opportunity to gain practical expertise, focus on your own specific area of interest, or explore new areas that may not be covered in detail in the class. My hope is that you will draw from your personal experience and choose topics that will aid you in your current internship placement, or a specific personal interest related to interpersonal practice with adults that will enhance your professional career.

All papers are to be double spaced with size 12 font, 1 inch side margins, page numbers, and written in professional, clinical style.

Assignment 1 Simulated Exercises

Students will login to the SIMmersion Training Center to practice sharpening their practical knowledge of how to deliver CBT and Motivational Interviewing techniques to a client. These cutting-edge CBT simulations are not yet publically available and provide students with exposure to practicing therapeutic skills with a client in a safe and secure setting. Moreover, as students begin mastering their skills they can also explore what happens when ineffective approaches are made in a therapeutic context and how these approaches can impact rapport with a client.

To earn their 5% grade for each simulation, students will be expected to:

1. Score 90% or better at least once for each simulated character
2. Complete at least 4 simulations per character

-it may take more than 4 simulations per character to score 90 or better.

A description of the simulations are below.

Introducing CBT with Tanisha Mosley

This simulation gives the student an opportunity to explain CBT to a client, which equips the student in learning about CBT and about how to discuss it with a client. The student is given the opportunity to explain different aspects of CBT to the client (Tanisha). Topics include: why CBT over other treatment plans; the connection between thoughts, feelings, and behaviors; patterns in behavior; the roles of the therapist and the client in the treatment; the purpose of homework. The student is given the opportunity to give Tanisha illustrations and diagrams of how CBT works. In addition, students practice ensuring client understanding, using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

CBT Functional Analysis with Roger Ellison

Using a self-monitoring worksheet, the student will examine a recent drinking episode and work with the client (Roger) to show how his thoughts, feelings, and events in the recent episode might be interacting. In addition to doing a functional analysis, students practice using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

Brief Motivational Intervention with Gabe Turner

This simulation gives students the opportunity to practice a brief intervention focused on motivating a client (Gabe Turner) to engage in behavioral change. In order to engage the client, the student will need to use Motivational Interviewing techniques. In the conversation, the student is given the opportunity to walk through the process of Motivational Interviewing (Engage, Focus, Evoke, Plan). Other techniques the student can practice include: developing a sense of collaboration, displaying empathy, being sensitive to the client's needs, using OARS, using rulers, and eliciting change talk. Finally, this simulation has a cultural sensitivity component included. Throughout the simulation, the student will have the opportunity to learn an effective method to demonstrate cultural sensitivity to the client.

Assignment 2: Group Participation Activity

Small groups will be formed during the first week of class and each week 1 student will present a clinical case presentation to their group. Presentations will be approximately 5 to 10 minutes long followed by clinical case discussion in the group incorporating the learning from class lectures. The purpose of the clinical case presentation is to address any area where you would like feedback from your group to gain a greater understanding or new perspective on an adult individual. The clinical presentation should follow the following format:

- Brief description of the individual: presenting problem/concern, any critical issues, and relevant histories including information from the 7 client domains. If the presentation is about a client, please remember to protect confidentiality of any case material. If the presentation is about someone with whom you have a personal relationship, you may disclose what you feel is appropriate to obtain sufficient feedback from the group. The purpose of this background information is to help the group to engage in the clinical formulation and intervention planning.
- Summarize the interventions or other actions you have utilized and their efficacy.
- Share with the group your clinical question(s) regarding this individual.

One (1) written case summary reflection: This 1 to 2 page case summary reflection should integrate what you learned about your clinical question based on the feedback that you received from the group discussion.

- Brief Overview of the clinical question(s.)
- What issues does this clinical question evoke in you? (Reflect on your emotional/cognitive response to what you are finding challenging with this situation.)
- What skills did you identify as critical to resolving this clinical question?
- What did you learn about your development as a reflective practitioner from this presentation and review?

The written case reflection summary should be 1-2 pages and submitted on the Assignments tab on Canvas within 1 week of the presentation.

This assignment is worth 20% of your grade and dates for presentations will be selected during the first two classes.

Assignment 3

Internal Family Systems Assignment: In this assignment, you will be applying the concepts from the Richard Schwartz readings to yourself and to one additional person in a 3-4 page paper.

- Describe your exiles. Please include your body experience as well as feeling states.

- Describe the managers (behaviors) that you use to function on a daily basis. Please include your thoughts about why you developed these particular coping strategies in light of your history.
- Describe your firefighters (behaviors) and what you perceive to be the triggers that ignite them. Please also include the ramifications of them in your life.
- Describe the qualities of your “Self.” Describe a situation in which you were able to access your “self” and the method (mindfulness technique) you used to do this.
- Please briefly apply these concepts to one additional person that you know well and with whom you interact on a regular basis. Please also show the inter-relationship between your parts and the other person’s parts.

This assignment is worth 30% of your grade and due in the Assignments tab of Canvas by 1:00 pm on June 18, 2018.

Assignment 4

Clinical Formulation and Intervention Paper: Write a paper about an adult individual that describes the following phases: Clinical formulation, intervention plan, intervention implementation, and personal reflection. You can develop part of the paper with your imagination if you need to, for example, if you have seen a client just once or twice and want to imagine a more complete intervention. Please **include the following bulleted headings** followed by your narrative responses. **Please cite at least 6 references from class readings as they relate to this individual or your intervention plan and include a page with your citations.**

- **Client information:** A brief description of the client including demographics (e.g., age, race, gender, class,)
- **Presenting Problem:** current and historical context of the problem with *all material disguised to protect confidentiality*. You may also include actual or possible diagnoses (DSMV.)
- **Context:** The context in which you know this person.
- **Clinical Formulation:**
 - **7 Domains:** Briefly describe the salient issues of the 7 domains as they influence the interpersonal process of this person
 - **IFS Parts:** noting managers and firefighters in the behavioral domain, and exiles in cognitive and emotional domains.
 - **Beliefs/Schemas:** about self, others and the world, pathogenic beliefs
 - **Motivational Assessment:** Describe the person’s stage of change and what indications are apparent to you to determine the stage.
 - **Internal Subjective Experience:** Recurrent cognitive, affective or relational patterns

- **Salient issues:** First order problems, or other initial determinants of working with this person, including locus of control.
- **Ethical issues:** Describe any ethical issues that may pertain to working with this person.
- **Intervention Plan:** Describe the theoretical approach or approaches that are likely to be the most effective for helping this person and the goals for intervention. If more than one theoretical approach is used, describe how you would integrate these approaches theoretically or apply them sequentially in the work. Discuss any barriers or resistance to progress and how these barriers or resistances would be addressed.
- **Intervention Implementation.** Illustrate the approach you used through a **transcript of an actual interview or conversation.** 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 interview/conversation as long as you want. For the transcription, use about 12-15 statements from the person, and 12 or 15 of your responses to the person.
- **Evaluation:** Describe how you would evaluate the efficacy of your intervention.
- **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 person or how your self-awareness/relaxation model might apply to your work with this person.
 - 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? (continued)

This assignment should be 8-10 pages in length and is worth 40% of your grade and is due in the Assignments tab on Canvas by 1:00 pm on Monday, July 23, 2018. Please feel free to discuss your intervention plan with me prior to your submission.

Required Text: * Teyber, E. (2017). *Interpersonal Process in Psychotherapy: A relational approach*. 6th Edition, Brooks/Cole.

Recommended Readings:

- Brown, B., (2015) Rising Strong. Spiegel and Grau. New York, New York.
- Duncan, B., Hubble, M., Miller, S.(1999). The heart and soul of change, Washington, D.C., The American Psychological Association.
- Herman, Judith, (1992). Trauma and recovery, New York, Basic Books.
- Kort, J., (2008). Gay affirmative therapy for the straight clinician. New York, Norton

- Linehan, Marsha M., (1993). Skills training manual for treating borderline personality disorder, New York, Guilford Press.
- Miller, W.R., Rollnick, S., (2002). Motivational interviewing. New York, Guilford.
- 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.
- Van der Kolk, Bessel, (2014). The body keeps the score. Viking Penguin, New York, New York

Journal articles available through Canvas.

Class Schedule

Week 1: May 7, 2018

IP with Adults Overview

Reading: Sandmaier, M. (2017, Jan). Then, now & tomorrow. *Psychotherapy Networker*, 41

Weeks 2, 3, 4: May 14, 21, and June 4, 2018

The Clinical Formulation

Client and Social Worker Domains and Identities

Readings:

1. Text: Chapter 1, 3, 4, 6, 7, 8
2. Herman: Ch.2, p. 33-50
3. Real: Ch. 5 p.113-136
4. Schwartz: Ch. 1, 2
5. Kort, Ch. 1,2
6. Eunjung Lee & Henry Toth (2016) An Integrated Case Formulation in Social Work: Toward Developing a Theory of a Client, *Smith College Studies in Social Work*, 86:3, 184-203
7. Welner, M., Mastellon, T., Work in progress: Defining evil through the depravity standard and clinician's inventory for the everyday extreme & outrageous, 2010
8. Corbett, Carolyn A.,(2003) Special issues in psychotherapy with minority deaf women. *Women & Therapy*, 26(3-4) 311-329.

9. *OnBeing* podcast Krista Tippett with Bessel Van Der Kolk:
<http://www.onbeing.org/program/restoring-the-body-bessel-van-der-kolk-on-yoga-emdr-and-treating-trauma/5801>
10. Wylie, Mary Sykes (2004). The limits of talk. *The Psychotherapy Networker*, 28(1), 30-41.
11. 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
12. Weinstein, G. (2008). Life, death, madness, *The Psychotherapy Networker*, Jul/Aug, 2008
13. Cohen, M.B. (1999). On the receiving end of social work services. *Reflections*, 5/1, 45-50
14. Thompson, R., Lewis, M., Calkins, S.. (2008) Reassessing emotion regulation. *Child Development Perspectives*, 2(3)124-131.
15. No Contest; How a therapist learned to listen. Richard Schwartz. *Psychotherapy Networker*. Washington: Sep/Oct 2001. Vol. 25, Iss. 5
16. Felitti VJ1, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study.
17. Imberti, P. (2008, May). The immigrant's odyssey. *Psychotherapy Networker*, 32
18. Forenza, B., Eckert, C., Social Worker Identity: A Profession in Context. *Social Work* Volume 63, Number 1 January 2018

Week 5: June 11, 2018

Mental Illness

Guest: Amy Stern, LMSW

Reading:

1. Wahl, O. O. & Aroesty-Cohen, E. (2010). Attitudes of mental health professionals about mental illness: A review of the recent literature. *Journal of Community Psychology*, 38(1), 49-62
2. Goldberg, M., Hadas-Lidor, N., Karnieli-Miller, O. From Patient to Therapist: Social Work Students Coping With Mental Illness. *Qualitative Health Research*, Vol 25, Issue 7, pp. 887 - 898

Week 6: June 18, 2018: Assignment 2 due today

The Relationship and Change

Readings:

1. Text: Chapter 2, 5, 9 10
2. Prochaska, Norcross, DiClemente: Chapter 2

3. Hansen, J. Consequences of the Postmodernist Vision: Diversity as the Guiding Value for the Counseling Profession. *Journal of Counseling and Development: JCD* 88.1, Winter, 2010, p. 101-107
4. Gelso, C. The real relationship in a postmodern world: theoretical and empirical explorations, *Journal of Psychotherapy Research*, May, 2009, 19 (3): 253-264.
5. Zayas, L., Drake, B. & Jonson-Reid, M. (2010) Overrating or dismissing the value of evidence-based practice: Consequences for clinical practice. *Clinical Social Work Journal*.
6. Drapeau, Martin; Korner, Annett C.; Brunet, Louis, (2004). When the goals of therapists and patients clash: A study of pedophiles in treatment. *Journal of Offender Rehabilitation*, 38,(3), 69-80.
7. Dolan, Yvonne. (2003). The pragmatics of hope. *The Psychotherapy Networker*, 27(1), 39-43.

Weeks 7, 8, 9, 10, 11: June 25, July 2, 9, 16, 23, 2018: Assignment 3 due on July 23, 2018

Intervention Strategies: DBT, CBT, MI, ACT, Narrative, Solution Focused

Readings:

1. Miller & Rollnick: Ch. 6 p. 52-84
2. Butler, Katy, (2001). Revolution on the horizon. *The Psychotherapy Networker*, 25(5), 26-39.
3. Linehan: Ch. 1 p. 1-7
4. Hayes, S., Luoma, J., Bond, F., Masuda, A., Lillis, J, Acceptance and commitment therapy: Model, processes and outcomes, *Journal of Behavior Research and Therapy* 44 (2006) 1–25
5. Mahoney, Annette M.; Daniel, Carol Ann, (2006). Bridging the power gap: narrative therapy with incarcerated women. *The Prison Journal*, vol. 86 (1), 75-88.
6. (2010) *The Therapeutic Alliance: An Evidence Based Guide to Practice*. Chapter 9, pp 172-190. Tsai, M., Kohlenberg, R., Kanter, J., A functional analytic approach to the therapeutic alliance.
7. Wiley, M.S., Turner, L., The attuned therapist. *Psychotherapy Networker* Vol. 35, Issue 2. Date: 03/01/2011.
8. Harris, R. ACT made simple, (2009). New Harbinger Publications, Oakland, CA. Chapters 1 and 2 ACT in a Nutshell P 6-18 Chapter 2 Stuck, Not Broken p 19-32.
9. Beck, Judith S., *Cognitive behavior therapy: basics and beyond*. (2011) The Guilford Press, New York, New York. Chapter 1 Introduction to Cognitive Behavior Therapy P 1-16