SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

SW628-002: Interpersonal Practice with Adult Individuals

Tuesdays, 6p – 10p
Room 2752 SSWB

Instructor:	Daphne Brydon, LMFT, LMSW
Pronouns:	She/Her/Hers
Email:	dmbrydon@umich.edu
Phone:	734-272-5634 (call / text)
Office Hours:	By appointment *(Please call/email to schedule a time)*

REQUIRED TEXTBOOKS: No textbook is required 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.

RECOMMENDED TEXTS: For students who are interested in a more in-depth exploration of material covered in class, please consider checking out these additional texts:

Miller, W.R. & Rollnick, Stephen. (2013). *Motivational Interviewing: Helping People Change. 3rd edition*. The Guilford Press: New York.

Persons, J.B., Davidson, J., & Tompkins, M.A. (2009). *Essential Components of Cognitive- Behavior Therapy for Depression.* American Psychological Association: Washington.

Teybor, E. & Holmes Teybor, F. (2017). *Interpersonal process in therapy: An integrative mode, 7th edition*. Boston, MA: Cengage Learning.

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 comportment 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:

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 the 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: 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 & 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.

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

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.

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.

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*.

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.

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 no later than the second class session and will meet during weekly 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**.

SW 628-002_SpSu 2018: GRADING GUIDELINES

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 = 96 - 99	B = 86 – 88	C = 76 – 78	E = Less than 66
A- = 92 - 95	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 six (6) 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 successfully achieve the goals and objectives of the course.

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.

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 designed to help 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:

      20%   Attendance, Participation, and SIMmersion Pilot – due weekly

      20%   Clinical Assessment Case Presentation & Reflection – ongoing due dates, starting May 22

      50%   "Flipped" Clinical Workshop

               (10) Group: Resource Handout – due June 26

               (20) Group: Didactic Workshop Presentation – due July 3

               (20) Group: Interactive Workshop Presentation – due July 10 & 17

      10%   Vignette Final Exam – due July 27

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, complete all homework reflections, complete all 4 SIMmersion requirements, and regularly contribute to discussion will receive all points. See rubric below for more information:

		Class Participation and Grading Criteria
20 points	**Consistently & Regularly**	Attend class regularly and arrive on time. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Complete all assigned homework reflections and the 4 SIMmersion requirements.
15 points	**Often & Generally**	Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Complete most to all assigned homework reflections and 3 of 4 SIMmersion requirements.
10 points	**Occasionally & Sometimes**	Attend class regularly and arrive on time. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Complete some to most assigned homework reflections and 2 of 4 SIMmersion requirements.
5 points	**Rarely & Irregularly**	Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do no demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Complete less than half of assigned homework reflections and 0 to 1 SIMmersion requirements.

Clinical Case Presentation & Written Summary Reflection   <mark>Due: Weekly, starting May 22</mark>

Each student will sign up to give one in-class clinical case presentation during the semester. Starting the third week of class, clinical case presentations will be given by students as assigned.

The purpose: Clinical Assessment & Feedback.
This assignment is an opportunity to demonstrate proficiency with clinical assessment and to address a challenge from your clinical practice where you would like feedback for greater understanding or new perspective in your work. Most times, the case presentation will address where you are feeling "stuck" or need/want additional feedback on a particular process or issue.

Clinical Case Presentations (8 Minutes) should be prepared using PowerPoint and follow the following format, with de-identified case information. Each item represents one slide:

(1) **Clinical Question**: Identify at least one clinical question or discussion question you would like to address in this case presentation and accompanying discussion. [1 slide]

(2) **Identifying & Referral Information**: Who, What, When, Where, & Why [1 slide]

ASSIGNMENT GUIDELINES: CLINICAL CASE PRESENTATION (cont'd)

(3) <u>**History of Presenting Issue (HPI):**</u> Provide a brief overview of the presenting concern, development of symptoms, relevant historical information (social, family, trauma, medical, psych, education). Include enough information to engage your colleagues in discussion while also keeping this information to a minimum. [No more than 2 slides]

(4) <u>**Clinical Formulation**</u>: Summarize your clinical impressions and diagnosis. Briefly note how you incorporated best practice knowledge/skills in your assessment and clinical formulation. [1 slide]

(5) <u>**Positionality & Ethics**</u>: Discuss how identity and environment (may) influence your clinical formulation or engagement. Discuss how identity and environment (may) influence your client's experience. Also, identify at least one (1) ethical principle involved in this case and include the specific NASW Code of Ethics reference. [1 slide]

(6) <u>**Treatment Plan**</u>: What (evidence-based) practices or theories did you engage or would you engage as you develop your approach with this client? Why did you choose this treatment plan? [1 slide]

Clinical Discussion and Report Out (15 minutes): Following your presentation, each clinical team will take a few minutes to discuss the case and each group will report back to the class, focusing on providing feedback to the clinical question(s) or learning outcome presented.

Case Presentation Summary Reflection (1-2 pages, submitted via Canvas 1 week after presentation): The written case summary reflection should provide a summary of the suggestions made by your clinical team and include a critical reflection of your learning and practice going forward.

"Flipped" Clinical Workshop   <mark>Due: July 3</mark>
Students will work with their clinical consultation team throughout the semester to develop a workshop presentation related to a mental health treatment modality. Time will be allotted in class to work on the presentations. Workshop presentations will include an online didactic teaching component (due July 3), an interactive skills-practice component, and at least one role play. Groups will sign up to present their 30-minute interactive workshops in class on July 10, and 17.

Topics and assignment guidelines will be provided and discussed during the first class session. Groups and topics will be identified no later than the second session of class. All groups will submit their workshop presentations on July 3 – even if the group is presenting on July 10 or 17.

<u>**CLINICAL WORKSHOP TOPICS**</u>

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

Session One: May 8
Course Overview and Introductions
Ethical and Diversity Considerations in Practice with Adults
Biopsychosocial-spiritual Assessment and the Individual Context: Part 1

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.

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

Session Two: May 15
Biopsychosocial-spiritual Assessment and the Individual Context: Part 2
Assessing Safety: Suicide, Trauma, and Intimate Partner Violence

Duncan-Daston, R., Hunter-Sloan, M. & Fullmer, E. (2013). Considering the ethical implications of social media in social work education. *Ethics Information Technology, 15*(35), 35-43.
OR

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

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.

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.

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 Three: May 22
Assessment to Intervention
Survey of Common Mental Health Disorders & Interventions

Hook, F., Farrell, J., Davis, D., DeBlaere, C. & Utsey, S. (2016). Cultural Humility and Racial Microaggressions in Counseling. *Journal of Counseling Psychology*, 63 (3): 269-277.

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.

Yan, M.C. & Wong, Y.R. (2005). "Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work." *Families in Society* 86(2), 181-188.

Session Four: May 29
Motivational Interviewing and Substance Use
SIMmersion

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.

OR

Lee C.S. Lopez S.R., Colby S.M., et al. (2013). Culturally adapted motivational interviewing for Latino heavy drinkers: results from a randomized controlled trial. *Journal of Ethnic Substance Abuse, 12*, 356—373.

Montgomery L, Burlew A.K., Kosinski A.S., Forcehimes A.A. (2011). Motivational Enhancement Therapy for African American Substance Users: A Randomized Clinical Trial. *Cultural Diversity and Ethnic Minority Psychology, 17*, 357-365.

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

Session Five: June 5
Cognitive Behavioral Therapy: Part 1
SIMmersion

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.

SIMmersion: Brief Motivational Intervention with Gabe Turner

Session Six: June 12
Cognitive Behavioral Therapy: Part 2
SIMmersion

SIMmersion: Introducing CBT with Tanisha Mosely

Preparation for this class session will be completed exclusively in the SIMmersion program

Session Seven: June 19
Clinical Skills "Lab"
SIMmersion

SIMmersion: CBT Functional Analysis with Roger Ellison

Preparation for this class session will be completed exclusively in the SIMmersion program

Session Eight: June 26   **RESOURCE HANDOUT DUE**
Contemporary Treatments and Support in Clinical Practice

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.

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

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.

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

OR

This American Life #532: Magic Words (Aired Aug 15, 2015)
www.thisamericanlife.org

NO CLASS – JULY 3   **DIDACTIC WORKSHOP PRESENTATION DUE**

Session Nine: July 10
Clinical Workshops

> **This week's readings will be posted to Canvas by July 2, 2018, based on the resources provided by the groups presenting Clinical Workshops on this date**

Session Ten: July 17
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 July 2, 2018, based on the resources provided by the groups presenting Clinical Workshops on this date**