

## **SW 628 / Section 003: Interpersonal Practice with Adult Individuals**

Instructor: Erin Martinez, LMSW

Preferred Pronouns: she, her, hers

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Class:

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Office Hours: Thursday 1:00-4:00pm (please schedule in advance)

“Much of our work is not hard science. Rather, therapy includes science, intuition, and kindness. What really works in therapy is a real person connecting to a real person.” – Mary Pipher

### 1. Course Description

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 521. The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice. Special attention will be given to issues of the key diversity dimensions such as “ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation” including identification of one’s own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. The course will emphasize time-limited treatment methods, and practice with involuntary clients.

### 2. Course Content

This course will 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).

### 3. 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)

#### 4. Course Design

This course will employ a number of pedagogical strategies to promote knowledge and skill development, such as reading assignments, case analyses, role play simulations within the classroom, modeling and video demonstrations, didactic presentations of theory/models/procedures. Whenever possible, graded assignments will be tied to the field placement experiences of students.

#### 5. Relationship to Four Curricular Themes

*Social Science and Behavioral* 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.

*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* 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.

*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.

#### 6. Relationship of This Course to Social Work Values and Ethics:

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.

### 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 injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support stigma, oppression, and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

### Teaching Philosophy and Format of Course

It is a tremendous privilege to teach at the School of Social Work. My goal is to create a challenging and supportive learning environment. The tumultuous social and political landscape of our world requires that we explore the current events that have a direct impact on social policies and the clients and communities students are preparing to serve. I am intentional about modeling values of respect and the exploration of ideas. I utilize the framework of the Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan). I bring my passion about Social Work to teaching and work to base every learning experience in the core social justice mission that defines our field. Historically, students have experienced a divide between macro and clinical social work. I enjoy addressing this divide in the classroom and utilizing the social justice mission to bridge the divide. Helping students explore and understand how Clinical Social Work is unique and different from Psychology and other counseling fields of study is an important guiding principle of my philosophy that I work to integrate into the classroom lectures, discussions and assignments.

### University of Michigan Statement On Civility

The University of Michigan is a leader in education, research, and patient care. To sustain that leadership, we promote a healthy social and emotional work culture. We value all members of our community, and we know that a civil and considerate environment is integral to the health and well-being of students, faculty, and staff. The purpose of this statement is to foster good relationships throughout the University community.

We aspire to treat each other well, by adopting the following attitudes and behaviors: **Choose kindness.** Always treat each other with consideration and respect, whether in person, on the phone, over email, or on social media. **Think the best.** Assume we are all trying to do the right thing. Put yourself in the other person's shoes, and be flexible and patient with others. **Act in a supportive way.** Encourage each other. Acknowledge each other's contributions, and lend a hand when others need help.

Be inclusive and welcoming.

Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan)

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.
2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias - we are taught misinformation about others and ourselves.
4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise.
5. Victims should not be blamed for their oppression.
6. We assume that people are always doing the best they can, both to learn the material and to behave in non- biased and multiculturally productive ways.
7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.
8. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.
10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.
11. We will challenge the idea or the practice, but not the person.
12. We will speak our discomfort.
13. Are there other ground rules that the class would like to add...?

## 7. Accommodation for Disability Statement

If you need an accommodation for a disability, please meet with me individually as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. 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 academic accommodations. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, 550 S. State Street, phone: (734) 763-3000, email: [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

## Academic Conduct

The conduct of a student enrolled in courses offered by the School of Social Work should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience.

## Academic Misconduct

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct. Plagiarism – not referencing another's words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points. Additional resources for discussions of academic conduct and integrity include the School of Social Work and the Center for Research on Learning and Teaching (CRLT). Please refer to the Student Guide to the Master's in Social Work Degree Program 2007-2008 for further discussion of appropriate academic conduct.

## 8. Writing Assistance

For assistance with writing, you may go to the Writing Workshop 1139 Angell Hall (734)764-0429.

## 9. Statement on Plagiarism and Academic Integrity:

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. <http://www.ssw.umich.edu/studentguide/2007>.

Assignments are expected to be handed in on their due dates in the format designated on the syllabus. Assignments will be marked down 5% for every day late. If you are experiencing difficulty with course assignments it is your responsibility to contact the instructor.

The criteria for each grade follows:

- A+ = 100
- A = 96-99
- A- = 92-95
- B+ = 89-91
- B = 85-88
- B- = 81-84
- C+ = 78-80
- C = 74-77
- C- = 70-73
- D = 65-79
- E = less than 65

Required Readings:

Teyber, Edward. (2017). *Interpersonal Process in Psychotherapy A Relational Approach* (Seventh Edition). Boston, MA: Cengage Learning.

Pipher, Mary. (2003). *Letters to a Young Therapist*. New York, NY: Basic Books.

All readings/viewings listed on the class schedule, excluding the above texts that must be purchased, can be found in the "readings" folder on Canvas.

### **Assignments, Evaluation and Grading:**

Class requirements include: class participation, quizzes, written projects and presentations. Instructions for the assignments will be posted on the CANVAS. Your final grade will be determined by the following components:

Class Participation (30pts) 15%

You are expected to attend every class. Your grade will be negatively affected if you miss any class without prior communication with the instructor. One excused absence is allowed without negatively affecting your grade. This excused absence requires your communication with the instructor prior to the absence via email or in-person communication. You are expected to contribute to a positive learning environment in the manner that best fits your learning style. Each of us participates differently, and I will strive to honor that diversity among us. The following evaluation criteria is used when determining your participation grade:

Points	Class Participation & Grading Criteria
30	Regularly makes helpful, relevant contributions and observations to

	class discussions that challenge/encourage other learners to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material.
25	Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.
20	Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.
15	Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material. Directs disrespectful verbal and/or non-verbal behaviors towards others in the classroom.

Written Assignment: Ethical Dilemma

(50pts) 25%

Due: 9/20/2018

Submitted as hardcopy at the beginning of class

Select from 1 or 2 case scenarios provided in handout in class and available on Canvas in "Assignments" folder. If you prefer to utilize an example from your own work please discuss this instructor at least 1 week prior to the due date. In 4-5 pages include the following information:

- Describe the dilemma. Discuss the client's position and how identity and environment may influence client's experience of their position.
- Describe multiple options for approaching or resolving the dilemma.
- Describe the option you selected to resolve the dilemma and the consequences for the clinician and client of this decision.
- Reference the NASW Code of Ethics and discuss at least 1 ethical principle that was involved in this case scenario.

In-Class Quizzes- 2

(20pts / 10 pts each)

10%

Due: TBD

Submitted as hardcopy

Two quizzes will be given as an in-class assignment. Quizzes will be composed of true/false, multiple choice and short answer and based on the assigned readings for that class.



Written Assignment: Treatment Paper (60pts) 30%

Due: 11/15/2018

Submitted as hardcopy at the beginning of class.

Please find detail assignment description on Canvas in "Assignments" folder or hardcopy provided in class.

The treatment paper will be based on your engagement with a client in field or experience with client in prior employment/internship experience. If you have not had/do not have direct client interaction, please see instructor for assigned case study. The 7-9-page paper will require you to apply information from lecture and readings to discuss in detail the following case information:

- Engagement and Building Alliance: What interpersonal tools did you use to develop rapport with the client.
- Assessment: Describe tools used to assess symptoms, strengths, and vulnerabilities.
- Treatment Model Applied
- Intervention Plan
- Relational Patterns and Interventions
- Client Resistance and the Interpersonal Process
- Addressing Safety
- Evaluation

**Select from Case Conferencing Presentation OR Becoming The Client Paper**

Presentation: Case Conferencing (40pts) 20%

Due: Sign up will be provided on the first day of the course for dates beginning 10/18/18-11/29/18

A summary of the presentation material is due in hardcopy on your day of presentation. Please find detailed assignment description on Canvas in "Assignments" folder or hardcopy provided in class.

Each student will have 15 minutes to present a summary of a client, area of struggle, approach and intervention used and outcome. Students are encouraged to bring material that they struggled with or are currently struggling with to receive feedback from peers. Presentation will be graded based on professional presentation as well as thorough discussion of the case relevant to the content of the course.

Paper: Becoming The Client (40pts) 20%

Due: 11/29/18

The paper is due in hardcopy at the beginning of the class on 11/29/18. You can complete the experience associated with the assignment at any point during the semester.

Please find a detailed assignment description on Canvas in "Assignments" folder or hardcopy provided on first day of class.

During the course of the semester you should select an experience that you are the recipient of a type of interpersonal service which may include:

- Individual/Family/Couple Mental Health Therapy (Psychotherapy)
- Support Group
- Academic Counseling
- Energy Work
- Mental Health / Personal Growth Retreat
- Other? If you have a suggestion of another possibility, please discuss with instructor prior to beginning assignment

Utilize this assignment to take the risk in being the client and observe, analyze and reflect on the experience and how it may influence your work as a provider of interpersonal social work services. This paper will reflect on key areas of your experience as it pertains to interpersonal practice work as detailed in the assignment description.

Course Schedule and Assigned Readings:

(Listed readings should be completed on the date they are listed)

#### Week 1- 9/6/18: Course Introduction & Overview of Interpersonal Practice

Pipher, M. (2003) Part 1: Winter in *Letters to a Young Therapist* (pp. 3-50). New York, NY: Basic Books.

Teyber, E. (2017). *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 3-34). Boston, MA: Cengage Learning.

#### Week 2- 9/13/18: Engagement Process and Building Alliance

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.

Teyber, E. (2017). Establishing a Working Alliance in *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 37-68 ). Boston, MA: Cengage Learning.

Teyber, E. (2017). Honoring the Client's Resistance in *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 69-109 ). Boston, MA: Cengage Learning.

#### Week 3- 9/20/18: Assessment

Bean, L. (Summer, 2017). Believe Me Genderqueer and Nonbinary Survivors on

Visibility and Identity, *Bitch*, 75, pp. 37-41.

Miller, W. & Rollnick, S. (1991). Using Assessment Results in *Motivational Interviewing Preparing People to Change Addictive Behavior*, (89-99). New York, NY: Guilford Press.

Teyber, E. (2017). An Internal Focus for Change in *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 110-143 ). Boston, MA: Cengage Learning.

#### Week 4 – 9/27/18: Treatment Models & Intervention

Ametrano, R. & Constantino, M. (2013). Cognitive-Behavioral Therapy. *Mental Health Care Issues in America*, v1, 124-131.

Berry, K. & Danquah, A. (2015). Attachment-informed therapy for adults: Towards a unifying perspective on practice. *Psychology and Psychotherapy: Theory, Research and Practice*, 89, 15-32.

Richmond, K., Burnes, T., & Carroll, K. (2012). Lost in Trans-Lation: Interpreting Systems of Trauma for Transgender Clients. *Traumatology*, 18:1 ,45-57.

Schwartz, A. (2016). Kathy's Story, Healing Depressive Symptoms in *The Complex PTSD Workbook* (pp. 127-152). Berkeley, CA: Althea Press.

#### Week 5 – 10/4/18: Treatment Models and Intervention

Gehart, D. R. (2018). Collaborative and Narrative Therapies. *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation*.

Pipher, M. (2003) Part 11: Spring in *Letters to a Young Therapist* (pp. 51-94). New York, NY: Basic Books.

#### Week 6 – 10/11/18: Creating a Healing Relationship

Herman, J. (1992). A Healing Relationship in *Trauma and Recovery* (pp. 133-154). New York, NY: BasicBooks.

Teyber, E. (2017). Helping Clients with Their Feelings in *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 143-182). Boston, MA: Cengage Learning.

Teyber, E. (2017). Relational Themes and Reparative Experiences in *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 253-292). Boston, MA: Cengage Learning.

### Week 7 – 10/18/18: Intervention: Self-Regulation

Levine, P. Ray's Story

<https://www.youtube.com/watch?v=rTrqLsMsF6s>

Van der Kolk, B. The Treatment of Trauma: How Childhood Trauma is Different from PTSD

<https://www.youtube.com/watch?v=UxPAAt-Esv8Q>

Van der Kolk, B. (2014). What's Love Got To Do With It? In *The Body Keeps The Score*, (pp. 138-150.) New York, NY: Penguin Books.

Wallin, D. (2007). How Attachment Relationships Shape the Self in *Attachment in Psychotherapy* (pp. 99-112). New York, NY: Guilford Press.

### Week 8 – 10/25/18: Intervention: Coping Mechanisms and Control

Corstorphine, E., Waller, G., Lawson, R. & Ganis, C. (2007). Trauma and multi-impulsivity in the eating disorders. *Eating Disorders*, 8: 23-30.

Craigen, L. & Milliken, T. (2010). The self-injury experiences of young adult women and implications for counseling, *Journal of Humanistic Counseling, Education and Development*, 49 (1): 112.

### Week 9 – 11/1/18: Intervention: Identifying Patterns and Making Change

Pipher, M. (2003) Part III Summer in *Letters to a Young Therapist* (pp. 95-140). New York, NY: Basic Books.

Teyber, E. (2017) Working With the Process Dimension in *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 295-332). Boston, MA: Cengage Learning.

### Week 10 – 11/8/18: Intervention: Family and Interpersonal Relationships

Siegel, D. (2014). How We Disconnect and Reconnect: Rupture and Repair (Ch. 8). [Parenting From The Inside Out: How a Deeper Self-Understanding Can Help You Raise Children Who Thrive](#). New York: TarcherPerigee.

Teyber, E. (2017) Familial and Developmental Factors in *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 183-222). Boston, MA: Cengage Learning.

Williams, N., Faye, A., Lewis, F. (2016). Applying Structural Family Therapy in the Changing Context of the Modern African American Single Mother, *Journal of Feminist*

*Family Therapy*, 28: 1, 30-47.

Week 11 – 11/15/18: Symptom Management & Safety

Pipher, M. *Letters to a Young Therapist*, Part IV: Fall: 141-180.

No Class 11/22/18

Week 12 – 11/29/18: Evaluation & Looking Beyond

Gehart, D.R. (2018). Evaluation. *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation*.

Van der Kolk, B. (2014). Finding Your Voice: Communal Rhythms and Theater in *The Body Keeps the Score* (pp. 332-348). New York, NY: Penguin Books.

Week 13 – 12/6/18: Termination

Teyber, E. (2017) Working-Through and Termination in *The Interpersonal Process in Interpersonal Process in Psychotherapy, A Relational Approach*, (pp. 333-363). Boston, MA: Cengage Learning.