Practice Area: Interpersonal Practice

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.

Theme Relation to Multiculturalism & 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.

Theme Relation to Social Justice

will be addressed by recognizing that, historically, clinical services have excluded poor and oppressed clients from "talking therapies." Often these clients were given the harshest and most restrictive treatments (e.g. 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.

Theme Relation to 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.
Theme Relation to Behavioral and Social Science Research

will be addressed through careful selection of intervention models for which there is empirical evidence on efficacy. Students will learn that although many time-limited models of practice with adults have proliferated over the past two decades, not all of them have generated research that demonstrates their efficacy.

Relationship to SW Ethics and Values

In working with adults, social workers must encourage self-determination and empower adult clients to choose and pursue their own change goals. Ethical issues such as sexual relations between client and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients.

REQUIRED TEXTS:


And/or,


All other required readings are posted on the course Canvas site.

RECOMMENDED READINGS TO HELP WITH SPECIFIC ASSIGNMENTS:


Mischkea-Reeds, M. (2018) Somatic Psychotherapy Toolbox: 125 Worksheets and Exercises to Treat Trauma & Stress,


**WRITING AND GRADING:**
All written assignments are expected to be typed, double-spaced, using 12-point font, with 1” margins on each side, using APA style. It is your responsibility to avoid plagiarism, which can result in severe penalties according to the School of Social Work policies. If writing or editing is difficult for you, please seek help at the Gayle Morris Sweetland Writing Center (764-0429), or ask for writing help from social work student services. If there are too many writing errors for your message to flow, I will return the assignment to you and ask you to get help with your delivery before turning it in again.

The grading scale is:

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I reserve the option to give an A+ for students who meet a 100%, have excellent attendance and participate in class.

**Evaluation of final grade:**
Progress in this course will be assessed by four assignments. The aim of the assignments is to give you an opportunity to integrate what you are learning in class with your interpersonal work in field and for you to explore specific interests in certain methods used with adults.
Academic Conduct:
Please consult the Student Guide [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your written reports. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. Plagiarism can be grounds for expulsion from the School. A useful web resource on academic integrity can be found at: [http://www.lib.umich.edu/acadintegrity/](http://www.lib.umich.edu/acadintegrity/)

ATTENDANCE, PARTICIPATION AND COURSE EXPECTATIONS:
This course will use a combination of lecture, class discussion, case material, role-plays and actual practice exercises, experiential activities, demonstration, small group experiences, discussion and video material to enhance learning.

Students are expected to attend all class sessions. Since this is a practice course, much of the learning is experiential and requires attendance. This means attendance is crucial to understanding the content of the course. You can miss one class with a valid excuse. Please contact the instructor before you miss the class for the excuse to be valid. Beyond this one absence you will lose points for missing class. Please save your one absence for sickness and/or any events you must attend instead of class.

Participation: Beyond attendance, class participation is 10% of your grade. This includes participation in class exercises, sharing ideas and giving constructive feedback to your peers. There will be many opportunities and ways to participate in class, so please engage in ways that you are comfortable and in ways that push your comfort zone. Despite our cultural and personality differences, social work requires us to interact, and this will be an expectation in class as well.
Computers and Electronics:
In the era of iPhones, iPads, laptops and wireless networks, some students may wish to spend class time reading email, texting, surfing the web, or doing work for other classes. Please don’t do this. If you need a computer as a resource for note-taking please let me know, but I would prefer that they not be open at all and that cell phones are put away completely. I find that they interfere with discussion and active listening to me and other students. Thanks.

Accommodations:
If you need or desire an accommodation for a disability, please let me know soon. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site and the like. If you do decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. Also, all preferred name and gender pronoun uses will be honored.

TAKING CARE OF YOURSELF:

Trigger Warning:
This course is heavily trauma-informed and focused. For any student who has experienced trauma it will likely bring up painful material. Students may experience a range of emotions throughout the course and may feel vulnerable. All feelings are acceptable and welcomed, but students will be expected to be able to manage them. There will not be sufficient follow-up for processing painful memories or severe anxiety that might get triggered by the course content. In general, it is important that students who expect to or find themselves struggling seek support or therapeutic assistance to work through their own recovery during their graduate education in order to be present and effective in working with wounded clients. Wounded healers who have worked toward resilience make some of the best therapists. See resources for this below.

Health and Wellness:
Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocates, Lauren Davis or Nyshourn Price, at ssw.wellness@umich.edu. Students may also visit/call the University’s Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109 caps.umich.edu

Additional School and University policies, information and resources are available here:
https://ssw.umich.edu/standard-policies-information-resources. They include:
- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

Your Grade will be based on:

Assignment 1:

Ethical Issues Paper: 3-4 pages, double-spaced. Describe a current or past ethical or cross-cultural dilemma you faced with a client or a dilemma that could occur. Discuss the client’s position and your position as it relates to the dilemma. What are possible ways of approaching or resolving the dilemma, or in what way did you actually approach or resolve it? Refer to the social work code of ethics and our other readings on ethics and cross-cultural social work. Cite the part of the code that relates to the dilemma. Cite at least one other reading from the course in the content of the paper. Include a list of your sources at the end of the paper. This assignment is worth 10% of your grade.

Assignment 2:

Self-Compassion/Awareness/Mindfulness Exercise: (no more than 6 pages in total)
1) In your clinical practice, note two distinct situations where your own anxiety escalates in reaction to working with clients. In two pages or less describe the two situations specifically noting the changes in your thoughts, emotions, body sensations, and behaviors that occurred as your anxiety or discomfort begin to escalate. Reference chapter 1 of Interpersonal Process in Therapy, by Teyber, in this piece.
2) Identify one (or two) self-compassion, self-awareness, mindfulness or relaxation techniques from your readings from The Mindful Self-Compassion Workbook, or The Relaxation and Stress Reduction Workbook, and class that you believe will help you in these situations. In one page or less, describe the actual technique(s) and how you plan to implement it.
3) Test out the use of the technique at least twice in your practice with the same or similar situations that you encounter in your clinical work. In two pages or less describe how you used the technique, whether or not it was helpful, and in what ways. How did the technique affect your thoughts, emotions, body sensations and behaviors?
4) In less than a page, write a personal reflection on what you learned from this exercise.
5) Provide a list of your references at the end of the paper

This assignment is worth 20% of your grade.

**Assignment 3: Group Methods Assignment**

During the first few class sessions, students will be divided into six pairs or groups. Each group will prepare a power point and a class presentation applying a theoretical approach relevant to direct practice with individuals.

Begin immediately to work on this. Don’t wait. You need to coordinate schedules to plan a role play demonstrating the technique.

1) **Review the Literature:**

Start with a literature review of the technique including at least 5 sources. In your search use terms like “meta-analysis” and “review” in order find the best articles that summarize the scientific evidence for the approach. You can also include case studies, book chapters and training videos to enhance your review. I suggest one or two people coordinate the search, and the sources are circulated for everyone to look at. You do not have to write up this review. Use it to create your presentation and role play. Include your list of resources at the end of your power point presentation.

2) **Power Point Presentation:**

Based on the review, prepare a power point presentation for the class. Give one print-out of the power point presentation to the instructor – three slides per page with line notes and send it to me by email (lsanders@umich.edu), as well.

- Briefly summarize the approach in particular the theoretical principals and main intervention techniques.
- Describe what kind of problems the technique is designed to address and how these fit with the case example of your role play.
- Briefly describe the evidence for the approach. What are the results of your literature search?
- Describe how this technique is used in beginning, middle and ending phases of intervention.
- Describe the strengths and limitations of the technique, with special consideration for how this technique may need to be adapted in work with diverse populations based on race, ethnicity, social economic class, ability and disability, gender, gender identity, sexual orientation, religion, etc. Identify issues and populations for which it would not be indicated
- Give a brief assessment of the case you have used in your role play. Provide case information including the demographic profile of the client, and a brief review and history of the presenting problem.
- Include a reference slide of the sources you used.

3) **Role Play:**

Create a two- or three-part role play demonstrating two or three varying stages of interventions using this method, i.e., beginning, middle and end. You may be able to use actors, yourselves, other students or willing people you know. Do not ask people to play outside of their intersections of identity, especially those of race, ethnicity, gender and sexual identity, religion and disability
status. Some age, role and presenting problem differential between actors and fictitious client identities are fine. In total the role play should not exceed 20 minutes. Describe which phases of treatment are represented. Do not adhere rigidly to a script. Get to know your process well enough to rely on brief not cards as to enhance the improvisational and authenticity of your presentation.

4) Learning points.
Develop a one-page handout of the main points of your presentation and bring a hard copy to class on the day of your presentation. I will make copies for the class.

The presentation is to take 45 minutes including the power point and the role play (not more)
The methods we will focus on are:

Motivational Interviewing
Cognitive-Behavioral Therapy
Dialectical Behavioral Therapy
Cultural Relational Therapy
Treatments specifically geared to substance abuse
Somatic or sensori-motor interventions for trauma

This assignment is worth 30% of your grade and will be due on weeks 9, 10, 11

Assignment 4
Intervention and Assessment Paper: Again, get started early on this project. Write a 8-10-page paper about a case that describes the following phases: assessment, intervention plan, intervention implementation, evaluation and personal reflection. You can develop part of the case with your imagination if you need to, for example, if you have seen a client just once or twice and want to imagine what a more complete intervention would look like. Cite at least 5 references, using substantial quotes, from our class readings by different authors as they relate to your work with this client and provide a reference page at the end of the paper. Be sure to do complete job of integrating the readings. This is the way I know you have read for the course and can integrate the readings. My power points and handouts do not count as class readings.

Use these subheadings to organize your paper:

- **Context**: The context in which you know this client and the client’s precipitating issue. Are you working with this client in your placement? Is this a present or past client? Does this paper document your actual process with this client, or will some of it be envisioned?
- **Assessment**: A brief description of the client and presenting problem including demographics and cultural identity issues (e.g., age, race, gender, class, sexual orientation, religion, ability/disability) history of the problem with all material disguised to protect confidentiality. Also, include an actual diagnosis (DSM V) or a clearly stated clinical hypothesis.
• **Clinical impressions:** Include a brief description of the client’s ability to engage, her/his/their physical, mental, emotional, social state at the time of the interview, and their motivation and stage of change, and attachment style if you can.

• **History:** Provide a brief history of the problem, including family, health and social history that may be relevant.

• **Treatment Goals:** What are the goals of the intervention? What needs to change? Separate goals based on locus of control for the change using “subject (of change) will. . .” language. In other words, separate recommendations for system’s interventions from changes that the client can control and change as a direct result of your interventions. (For example: A **systemic locus of control:** “the home insecure intervention program will work with Sandy toward a secure housing situation”. A **client-based locus of control:** “Sandy will reduce negative thoughts that interfere with her attending her meetings with her case manager to work toward more secure housing”). Keep goals brief, active and measurable to some extent.

• **Intervention Plan:** Based on the interventions we have studied in class, describe the theoretical approach or approaches that are likely to be the most effective for this case and the goals for intervention as developed through a contract with the client. If more than one theoretical approach is used, describe how you would integrate these approaches theoretically or apply them sequentially to the case. Discuss any barriers or resistance to client progress and how these barriers or resistances are addressed. Provide evidence for your choice of interventions.

• **Intervention Implementation and transcript:** Illustrate the approach you used through a transcript of an actual interview with your client. The session may actually be longer, but for this paper, transcribe about 12-15 statements from the client and 12 or 15 of your responses to the client. Comment on the accuracy of your original assessment and plan. Describe how you might improve your responses, including the use of any general theoretical approaches you did not use.

• **Ethical Issues:** Describe any ethical, cross-cultural or counter-transference issues that arose or could arise with your involvement in this case. Comment on your differences from, or similarities to the client based on gender, race, ethnicity, class, age, sexual orientation, gender identity, religion, language, etc., and how you have addressed these differences.

• **Evaluation:** Describe how you can evaluate the efficacy of your work. Select or create a measure for the evaluation of the goals established for work with this particular client. If you can actually administer the measure with your client - wonderful, but you do not have to actually administer the measure. It is more important to describe how you would introduce the measure to your client. Write down what you actually might say to the client. Sources for finding instruments include: Fischer, J. & Corcoran, K. (2007). Measures for clinical practice: A sourcebook; Hudson, W. (1982). The clinical measurement package: A field manual. Homewood, IL: Dorsey; and Antony, M. M. & Barlow, D. H. (2004), Handbook of Assessment and Treatment Planning for Psychological Disorders. New York: Guilford. The UM Library also has a web site to help search for measures: [http://guides.lib.umich.edu/tests](http://guides.lib.umich.edu/tests)
• **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 client or how your self-awareness/relaxation model applies to your work with this client
  • 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?

**This assignment is worth 30% of your grade**

**Class Schedule**

*The readings that are not in the text books are on Canvas*

**Class 1: Jan 13:**
Introduction
Class requirements
Group assignments and engagement exercise

**Required Readings:**
Get started on readings for class 2

**Class 2, Jan 21:** MLK Day, no class. Please attend a relevant event
Continue readings for class 3

**Class 3, Jan 27:**
Theoretical foundations of the course
Ethics lecture
Ethical situations exercise

**Required Readings:**
1) Teyber: Chapter 1 and 2, pgs. 1-66
6) Social Work Code of Ethics, NASW (review this as we will be working with this in class
7) Winslow (2015), Black, Unlike Me: Some Uncomfortable Reflections on Growing Up White, Psychotherapy Networker, Nov/Dec 2015 (imperative for students who identify as white and optional for students of color)

Optional Readings under Resources on Ethics:

Class 4: Feb 3: (Assignment #1 due – ethics and culture paper)
Cultural Competence vs. Cross Cultural Social Work (Yan and Wong)
The Relationship and reflexive engagement
Anti-racism and social work
Begin preparing for assignment 2

Required Readings:
1) Teyber: Chapter 3, pgs. 69-108
4) Choose and read two of these: Choose at least one of these identity development and other readings that best fits your own identity experience and one that fits people that have a different identity experience than your own. It is ideal if you can scan all these good reads to know what is in them and that they are here for you, but pay specific attention to two of them. We will be discussing these in class.

7) Tatum, B. (1997) Chapter 4 and 5, “(Racial) Identity Development in Adolescents
and Racial Identity in Adulthood”, from Why are all the Black Kids Sitting in the Cafeteria?


Class 5: Feb 10:
The Goals of Assessment and Intervention: an overview
Developing Cross-cultural Skills: power, privilege and oppression
Your social positions and the client’s social positions in IP Work

Required Readings:
1) Teyber: Ch. 4, pgs. 110-143
2) You should be preparing for assignment 2 where you will practice mindfulness and/or self-compassion in relation to anxiety you feel as a new social work practitioner. Take time to explore one or both of these texts:


and/or,


Class 6: Feb 17:
Assessment, Intervention and the Integration of Therapeutic Approaches
Assessment and goal setting practice exercise (with vulnerable populations)

Required Reading:
1) Teyber, Chapter 5, Helping Clients with Their Feelings, pgs. 143-180.
3) Villarosa, L, (2018), Why America’s Black Mothers and Babies Are in a Life-or-Death Crisis: The answer to the disparity in death rates has everything to do with the lived experience of being a black woman in America. New York Times Magazine, 4/14/2018 (28 pgs).

1) Continue to explore one or both of these books in preparation for assignment 2:
Continue to explore this book: Davis et al. (2000). Chapters. 1, 2, 3, and 9 in The Relaxation and Stress Reduction Workbook, suggested: Chapters. 4 and 7, “Progressive Relaxation” and “Applied Relaxation Training”.
and/or,

Optional Readings:

Class 7, Feb 24:
Assessment, Intervention and the Integration of Therapeutic Approaches – continued: Creating therapeutic hypothesis, goals and interventions.
Begin group assignment in class

Required Readings:
1) Teyber, Chapters 6 and 7, pgs 183-292.

March 2: Spring Break, have some fun!

Class 8: March 9: Trauma (Assignment #2: relaxation and coping paper due)
Building Coping Skills and Trauma Recovery
Focus on Cutting and Other Para-suicidal Behaviors

Required Readings:
2) Arielle, et.al.(2015), Self-Compassion and Responses to Trauma: The Role of Emotion Regulation
3) Neff, K., (2011) Self-compassion Scale, short form
4) Continue to explore these books: Davis, et. al, Chapters. 5 & 6 in Davis et al., “Meditation” and “Visualization”, and or, Neff, et.al, “Meeting Difficult Emotions” through “Self-Appreciation”, pgs. 115-170

Optional Readings: (and very helpful!):
-Herman, Judith (1992), Chapters 1 and 2, “A Forgotten History” and “Terror”, In Trauma and Recovery: The Aftermath of Violence - from domestic abuse to political terror
Neff, K. (2015)“The Self-Compassion Scale is a Valid and Theoretically Coherent Measure of Self-Compassion”, Mindfulness, DOI 10.1007/s12671-015-0479-3

March 3: Spring Break! Have some fun

Class 9, March 16:
Mental Illness and Pharmacology – Guest speaker
Required Readings:
1) Teyber: Ch. 8
3) Van Der Kolk (2015), chapter 1 and 2: “Lessons from Vietnam Veterans, Revolutions in Understanding the Brain, Looking into the Brain”, The Body Keeps the Score, Penguin Books, pgs. 7-50 (do your best to review these chapters)

Optional Readings:

Class 10, March 23: (Assignment 3: group presentations due)
Evidence-based Practices
Student Presentations:
Motivational Interviewing
Cognitive-Behavioral Therapy

Required Reading:
1) Teyber: Ch 8

Optional Readings:
-Miller and Rollnick, Chapters 4, 5, and 6, “What is Motivational Interviewing?”, “Change and Resistance: Opposite Sides of the Coin”, “Phase 1: Building Motivation for Change”, pgs. 33 to 84
-Miller, A Transcript of a Motivational Interview
- Miller and Rollnick, Chapter 7 and 8, “Responding to Change Talk”, “Responding to Resistance”.

**Class 11, March 30: (Assignment 3: group presentations due)**
Evidence-based Practices
Student Presentations continued
Dialectical Behavioral Therapy
Cultural Relational Therapy

**Required Readings:**

**Optional Readings:**

**Class 12, April 6: (Assignment 3: group presentations due)**
**Assignment #4: assessment and intervention paper due**
Evidence-based Practices
Student Presentations continued
Substance Abuse Interventions
Somatic and Sensorimotor interventions for trauma

**Required Readings:**
1) Teyber Ch. 9

Optional Readings:

Class 13: April 13: (Assignment #4: assessment and intervention paper due)
Affirmative Practice with TGLB adults
Middle stages of therapy
Integrated Therapy with an aging man.

Required Readings:

Optional Readings:
Find these under resources for working with LGBTQ clients:

Class 14, April 20
Practice with Vulnerable Populations
Working with adult immigrant people – the need for advocacy

Required Readings:


Optional Readings:

Last class materials, April 21 : This section is shortened by a week due to MLK day. This is the content and readings for the last class and I will try to integrate the content
Termination
Self-care

Required Readings all under Week 14
1) Teyber, Chapter 10
2) Davis, Chapters 16, 18 and 21 “Goal Setting and Time Management”, “Managing Work Stress”, and “When It Doesn’t Come Easy – Getting Unstuck”.
 or

**Optional Readings:**