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| Course title: | Interpersonal Practice with Adult Individuals | |
| Course #/term: | SW 628 001, Spring/Summer, 2020 | |
| Time and place: | Mondays 1:00pm to 5:00pm | |
| Credit hours: | 3 | |
| Instructor: | Ellen Yashinsky Chute, LMSW | |
| Pronouns: | She, her, hers | |
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| Office hours: | by appointment | |

Course Statement

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

Course content

This course will present several models of intervention designed to prevent and treat psychosocial problems of individual adults. Emphasis will be placed on approaches that enhance social functioning, strengthen problem solving capacities, and support the coping capacities of individual adults. The various models will be time-limited, responsive to the impact of social environments, and supported by empirically based efficacy studies (e.g., stress management and stress reduction models). Treatment models that focus on specific psychosocial problems associated with work, relationships, mood, anxiety, and impulse

problems will be discussed. Several treatment models will be presented such as Brief Psychodynamic Therapy, Cognitive Behavioral Interventions for depression and anxiety, Task-Centered Practice, Focused Analytic Single Session interventions, Interpersonal Psychotherapy for Depression, etc. These intervention models will also be evaluated for how well they fit the special needs of diverse populations within the key diversity dimensions. Each model that is presented will cover all phases of the intervention process: engagement and screening, assessment, planning, evaluation, implementation, and termination. Although evaluation will be discussed in much greater depth in the Practice Area evaluation courses, students will learn how to integrate evaluation techniques and measures into their on-going interventions with individual adults so that they can employ systematic measures of their effectiveness in the field. This course will carefully explore the issues that influence and determine client motivation because many individual adults come into the treatment process with varying degrees of willingness and sometimes are coerced to seek help by authorities or family members. Strategies that workers can employ to engage reluctant or resistant clients will be presented. Intervention models in this course will be general enough to apply to a wide range of adult clients in a wide range of adult situations, since other courses will focus more specifically on special populations and problems. Course content will include ethical issues that relate to interpersonal practice with individual adults and those elements of the NASW code of ethics that especially impact on practice with individual adults (e.g., boundary and compartment issues between worker and client).

Course objectives and competencies

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.

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.

Curricular themes

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 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. We 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.

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 social work ethics and values

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

Class Requirements

Text and class materials

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

Recommended Readings:

- Barrett, Mary Jo, Fish, Linda Stone (2014) *Treating Complex Trauma*. New York Routledge
- Brown, B., (2015) Rising Strong. Spiegel and Grau. New York, New York.
- Duncan, B., Hubble, M., Miller, S. (1999). The heart and soul of change, Washington, D.C., The American Psychological Association.
- Gottlieb, Lori. (2019) *Maybe you should talk to someone*. New York, Houghton Mifflin Harcourt.
- Herman, Judith, (1992). Trauma and recovery, New York, Basic Books.
- Linehan, Marsha M., (1993). Skills training manual for treating borderline personality disorder, New York, Guilford Press.
- Miller, W.R., Rollnick, S., (2002). Motivational interviewing. New York, Guilford.
- Norcross, John C (2002), *Psychotherapy relationships that work*. New York Oxford University Press
- Prochaska, J.O., Norcross, J.C., DiClemente, (1994). Changing for good. New York, Quill.
- Real, Terence, (1997). I don't want to talk about it. New York, Scribner.
- Schwartz, Richard C., (1995). Internal family systems therapy. New York, Guilford Press.
- Van der Kolk, Bessel, (2014). The body keeps the score. Viking Penguin, New York, New York

Journal articles available through Canvas.

Class Expectations:

This course will use a combination of lecture, class discussion, case material, role-plays, group discussion and video material as appropriate. Students are expected to attend all class sessions. **The instructor must be notified in the event of an absence.**

- More than 1 absence will result in a reduction in the final grade. More than 2 absences will require special consideration.
- Assignments are expected to be on time. Assignments that are turned in late will result in an automatic reduction in the grade.
- Class participation is required and is worth 10 % of your final grade. **Participation will include a weekly emailed question or comment to me regarding your asynchronous learning** as well as participation in various in-class discussions and participation in your group. The weekly email will be graded as either complete or incomplete.

Grading:

The requirements listed below are the minimal expectations for class assignments. Work that has gone above and beyond the minimal requirements in terms of insight and clinical thinking will receive a grade in the A range. This would reflect more thorough, thoughtful and thought-provoking work on your part. This will be discussed in detail in class. Feel free to ask questions about this policy!

Class Schedule

Week 1: May 11, 2020

IP with Adults Overview

Weeks 2 and 3 May 18 and June 1, 2020

The human experience

Required readings:

1. Text: Chapter 1, 3, 4,

Additional readings

2. Herman: Ch.2, p. 33-50
3. Real: Ch. 5, p.113-136
4. Schwartz: Ch. 1, 2
5. Corbett, Carolyn A.,(2003) Special issues in psychotherapy with minority deaf women. *Women & Therapy*, 26(3-4) 311-329.

6. *OnBeing* podcast Krista Tippett with Bessel Van Der Kolk:
<http://www.onbeing.org/program/restoring-the-body-bessel-van-der-kolk-on-yoga-emdr-and-treating-trauma/5801>
7. Thompson, R., Lewis, M., Calkins, S.. (2008) Reassessing emotion regulation. *Child Development Perspectives*, 2(3)124-131.
8. Felitti VJ1, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study.
9. Hannah J. Scheibner, Anna Daniels, Simon Guendelman, Franca Utz, and Felix Bermpohl (2018). Self-Compassion Mediates the Relationship Between Mindfulness and Borderline Personality Disorder Symptoms. *Journal of Personality Disorders: Vol. 32, No. 6*, pp. 838-856.
10. Naismith, I, Zarate Guerrero, S, Feigenbaum, J. Abuse, invalidation, and lack of early warmth show distinct relationships with self-criticism, self-compassion, and fear of self-compassion in personality disorder. *Clinical Psychology Psychotherapy*. 2019; 1– 12.

Week 4 June 8, 2020

Human behavior and behavioral manifestations

Abuse addiction

Required reading

Text: Chapter 7, 8

1. Welner, M., Mastellon, T., Work in progress: Defining evil through the depravity standard and clinician's inventory for the everyday extreme & outrageous, 2010
2. Spiels, J. & Conner, S.J., Considerations for substance-use disorder language: cultivating a shift from 'addicts in recovery' to 'people who thrive'., *Public Health Pol* (2018) 39: 372.
3. Turner, N., Welches, P., Conti, S., (2013) *Mindfulness-based sobriety*, New Harbinger Press, Oakland CA. Chapter 1
4. Barrett Chapter 1

Week 5: June 15, 2020 Assignment 2 Due

Methods Overview: what to use when

Required reading

Text Chapter 9

Additional readings

1. Eunjung Lee & Henry Toth (2016) An Integrated Case Formulation in Social Work: Toward Developing a Theory of a Client, *Smith College Studies in Social Work*, 86:3,184-203

2. No Contest; How a therapist learned to listen. Richard Schwartz. *Psychotherapy Networker*. Washington: Sep/Oct 2001. Vol. 25, Iss. 5

Week 6: June 22, 2020

The process of change and the relationship

Required reading

1. Prochaska, Norcross, DiClemente: Chapter 2
 - Norcross, Chapter
1 <https://proxy.lib.umich.edu/login?url=https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=281299>

Additional readings

1. Forenza, B., Eckert, C., *Social Worker Identity: A Profession in Context*. *Social Work* Volume 63, Number 1 January 2018
2. Hansen, J. Consequences of the Postmodernist Vision: Diversity as the Guiding Value for the Counseling Profession. *Journal of Counseling and Development: JCD* 88.1, Winter, 2010, p. 101-107
3. Gelso, C. The real relationship in a postmodern world: theoretical and empirical explorations, *Journal of Psychotherapy Research*, May, 2009, 19 (3): 253-264.
4. Zayas, L., Drake, B. & Jonson-Reid, M. (2010) Overrating or dismissing the value of evidence-based practice: Consequences for clinical practice. *Clinical Social Work Journal*.
5. Drapeau, Martin; Korner, Annett C.; Brunet, Louis, (2004). When the goals of therapists and patients clash: A study of pedophiles in treatment. *Journal of Offender Rehabilitation*, 38,(3), 69-80.
6. Dolan, Yvonne. (2003). The pragmatics of hope. *The Psychotherapy Networker*, 27(1), 39-43.
7. (2010) *The Therapeutic Alliance: An Evidence Based Guide to Practice*. Chapter 9, pp 172-190. Tsai, M., Kohlenberg, R., Kanter, J., A functional analytic approach to the therapeutic alliance.
8. Wiley, M.S., Turner, L., The attuned therapist. *Psychotherapy Networker* Vol. 35, Issue 2. Date: 03/01/2011.

Week 7: June 29, 2020

Motivational interviewing

Required reading:

1. Miller & Rollnick: Ch. 6 p. 52-84

2. Hall, K., Staiger, P. K., Simpson, A., Best, D., and Lubman, D. I. (2016) After 30 years of dissemination, have we achieved sustained practice change in motivational interviewing? *Addiction*, 111: 1144– 1150.
3. Moyers TB, Miller WR, Hendrickson SML. How does motivational interviewing work? Therapist interpersonal skill predicts client involvement within motivational interviewing sessions. *Journal of Consulting and Clinical Psychology*. 2005;73(4):590-598.

Week 8: July 6, 2020

Psychodynamic, interpersonal, and humanistic therapies

Additional reading:

1. Taylor, P.J., Rietzschel, J., Danquah, A. and Berry, K. (2015), The role of attachment style, attachment to therapist, and working alliance in response to psychological therapy. *Psychol Psychother Theory Res Pract*, 88: 240-253.
2. Lynne Angus, Jeanne Cherry Watson, Robert Elliott, Kirk Schneider & Ladislav Timulak (2015) Humanistic psychotherapy research 1990–2015: From methodological innovation to evidence-supported treatment outcomes and beyond, *Psychotherapy Research*, 25:3, 330-347.

Week 9: July 13, 2020

Cognitive and behavioral therapies

Required reading:

Additional reading

1. Luoma, J.B., Platt, M.G., Shame, self-criticism, self-stigma, and compassion in Acceptance and Commitment Therapy. *Current Opinion in Psychology* 2015, 2:97–101
2. Hayes, S., Luoma, J., Bond, F., Masuda, A., Lillis, J, Acceptance and commitment therapy: Model, processes and outcomes, *Journal of Behavior Research and Therapy* 44 (2006) 1–25
3. Mahoney, Annette M.; Daniel, Carol Ann, (2006). Bridging the power gap: narrative therapy with incarcerated women. *The Prison Journal*, vol. 86 (1), 75-88.
4. Gingerich, W., Peterson, L.T., Effectiveness of Solution-Focused Brief Therapy: A Systematic Qualitative Review of Controlled Outcome Studies. *Research on Social Work Practice* 23(3) 266-283
5. Linehan: Ch. 1 p. 1-7
6. Harris, R. ACT made simple, (2009). New Harbinger Publications, Oakland, CA. Chapters 1 and 2 ACT in a Nutshell P 6-18 Chapter 2 Stuck, Not Broken p 19-32.
7. Beck, Judith S., Cognitive behavior therapy: basics and beyond. (2011) The Guilford Press, New York, New York. Chapter 1 Introduction to Cognitive Behavior Therapy P 1-16
8. Kim, J.S., Brook, J., Akin, B.A., Solution-Focused Brief Therapy with Substance-Using Individuals: A Randomized Controlled Trial Study. *Research on Social Work Practice* 2018, Vol. 28(4) 452-462

Week 10: July 20, 2020

Integrating therapies and termination

Required Reading

Text Chapter 10

Week 11: July 27, 2020

Assignment 3 Due

Class Requirements:

Progress in this course will be assessed by 3 or 4 assignments. The aim of the assignments is to give you an opportunity to gain practical expertise, focus on your own specific area of interest, or explore new areas that may not be covered in detail in the class. My hope is that you will draw from your personal experience and choose topics that will aid you in your current internship placement, or a specific personal interest related to interpersonal practice with adults that will enhance your professional career.

All papers are to be double spaced with size 12 font, 1 inch side margins, page numbers, and written in professional, clinical style. In each paper, please include the bulleted headings followed by your narrative responses.

Assignment 1: Group Participation Activity and Final Project

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

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

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

- Names of group members who were present on the day of your presentation
- Brief Overview of the individual that you presented.
- What were your clinical question(s)?
- What issues do these clinical questions evoke in you? (Reflect on your emotional/cognitive response to what you are finding challenging with this situation.)
- What skills did you identify as critical to resolving this clinical question?
- What did you learn about your development as a reflective practitioner from this presentation and review?

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

This assignment is worth 20% of your grade. Groups will be formed during the first class.

Assignment 2

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

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

This assignment is worth 30% of your grade and due in the Assignments tab of Canvas by 11:59pm on June 15, 2020.

Assignment 3 Group Clinical Formulation Paper

This is a group assignment. Write a paper about an adult individual that describes the following phases: Clinical formulation, intervention plan, intervention implementation, and evaluation. You can develop part of the paper with your imaginations if you need to, for

example, if one of you have seen a client just once or twice and want to imagine a more complete intervention. Please **include the following bulleted headings** followed by your narrative responses.

- **Client information:** A brief description of the client including demographics (e.g., age, race, gender, class,)
- **Presenting Problem:** current and historical context of the problem with *all material disguised to protect confidentiality*. You may also include actual or possible diagnoses (DSMV.)
- **Context:** The context in which one of you knows this person.
- **Clinical Formulation of the individual:**
 - **7 Domains:** Briefly describe the salient issues of the 7 domains as they influence the interpersonal process of this person
 - **IFS Parts:** noting managers and firefighters in the behavioral domain, and exiles in cognitive and emotional domains, and client's use of self.
 - **Beliefs/Schemas:** about self, others and the world, pathogenic beliefs
 - **Motivational Assessment:** Describe the person's stage of change and what indications are apparent to you to determine the stage.
 - **Internal Subjective Experience:** Recurrent cognitive, affective, or relational patterns
 - **Salient issues:** First order problems, or other initial determinants of working with this person, including locus of control.
- **Ethical issues:** Describe any ethical issues that may pertain to working with this person.
- **Intervention Plan:** Describe the theoretical approach or approaches that are likely to be the most effective for helping this person and the goals for intervention. If more than one theoretical approach is used, describe how you would integrate these approaches theoretically or apply them sequentially in the work. Discuss any barriers or resistance to progress and how these barriers or resistances would be addressed.
- **Intervention Implementation.** Illustrate the approach you used through a **transcript of an actual interview or conversation**. Comment on the accuracy of your original assessment and plan. Describe how you might improve your responses, including the use of general theoretical approaches you did not use. You may make the interview/conversation as long as you want. For the transcription, use about 5-6 statements from the person, and 5-6 of your responses to the person.
- **Evaluation:** Describe how you would evaluate the efficacy of your intervention.

This assignment should be 7-10 pages in length and is worth 40% of your grade and is due in the Assignments tab on Canvas by 11:59pm on Monday, July 27, 2020. Please post one copy of the assignment and I will post comments and grades to each of you.

Assignment 4 Extra credit: Clinical case Presentation in Class:

This is a 5 to 10 minute case presentation about an adult in your life. This can be a client, a friend, or family member. You will utilize the 3 bullet-pointed requirements of assignment 1. We will discuss your questions as a class, and I will refer to the person in our discussions on that day.

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*