Course Description:

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in Social Work 521/540 and equivalent courses. 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 diversity (i.e. race, gender, ethnicity, class, and sexual orientation of the client), time-limited treatment methods, and practice with involuntary clients.

Course Content:

This course will present various 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 responsive to the impact of social environments, and supported by empirically based efficacy studies. Treatment models that focus on specific psychosocial problems associated with work, relationships, mood, anxiety, and impulse problems will be discussed. Various treatment models will be presented such as psychodynamic, cognitive-behavioral, task-centered, problem-solving, transactional analysis, and client-centered. These intervention...
models will also be evaluated for how well they fit the special needs of diverse populations (e.g. people of color; gay, lesbian, bisexual, and transgendered clients, and the poor) and meta-theories from empowerment, feminist and socialist perspectives will be applied.

Each model 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 evaluation course, 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 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.

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.
2) Assess the effectiveness of various kinds of intervention models and procedures that may be utilized with individual adults.
3) Operationalize the various intervention phases of prevention and treatment models that effectively impact the psycho-social problems of individual adults.
4) Identify common factors that determine client motivation in adults and how to apply specific interventions to enhance “readiness” for client change.
5) Modify intervention models to take into account race, gender, ethnicity, social class, sexual orientation, and special abilities of adult clients.
6) Operationalize the NASW Code of Ethics as it applies to value dilemmas in interpersonal practice with adults.

Course Design:

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

Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be addressed through careful analysis of how clinical models can be applied and modified to fit the special needs of various groups. Resistance and motivation of adults to interventions will be covered to demonstrate how effective intervention models must be adapted to fit the needs of various ethnic and racial groups. This course will emphasize that mono-cultural clinical models must be adapted to fit the definitions of “problem” and “treatment” that exist in diverse groups in order for social workers to practice with adults from diverse backgrounds.

- **Social Justice and Social Change** will be addressed by recognizing that, historically, clinical services have excluded poor and oppressed clients from “talking therapies.” Often these clients were given the harshest and most restrictive treatments (e.g. shock, sterilization, medications, and lobotomies), whereas more privileged clients were granted more benign interventions (e.g. outpatient family therapy). This course will examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through a focus on intervention models and intervention procedures that can be used to prevent and treat psychosocial problems of adults.

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

Relationship of the Course to Social Work Ethics and Values:

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


**COURSE DESIGN AND 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 a possible absence due to illness or emergency.**

- More than 2 unexcused absences will result in a reduction in the final grade.
- 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 strongly encouraged and is worth 10% of your final grade. If for personal reasons you find class participation to be difficult, please see me.

**Grading:**

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

**CLASS REQUIREMENTS**

Progress in this course will be assessed by four assignments. The aim of the assignments is to give you an opportunity to 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 therapy with adults that you hope to enhance your professional career in the future. Hopefully, the more personally interesting to you, the more effort you will put into these projects. **All papers are to be typed with page numbers, double spaced, and written in professional, clinical style.**
Assignment 1
Book Critique: Read and critique a book of your choice on a topic related to course content. Your critique should be 3 to 5 pages in length and should include the following information:

- Your reasons for choosing this book.
- A brief summary of the book, no longer than a paragraph
- To what readership the book is directed
- Discuss the book’s strengths: this should include what you liked about the book as a therapist, and strengths for its readership
- Discuss the book’s weaknesses: this should include your hesitations about recommending this book to clients, clinicians, other social workers, etc.
- General discussion of the value of the book from a therapeutic perspective. This should include references to the 4 curricular themes:
  - Multicultural, diversity and social justice issues
  - Social change and social justice issues
  - Promotion and prevention
  - Social science knowledge
- Relationship to social work ethics and values

Please do not use long quotations from the book, and do not choose a book designed for children unless it is in conjunction with another book. Required texts for other classes are not permissible for this assignment. I must approve all book selections prior to completing the assignment.

This assignment is worth 20% of your grade and is due on February 1, 2005.

Assignment 2
Class Presentation: This assignment is a class presentation for which you have a choice of 2 different formats. You may either choose a “client” from the media, or you may pick a classmate to be your “client.” If you chose a client from the media, please show a video clip of the client to the class and answer the following questions related to your client:

- Brief psychosocial history
- What you see as the presenting problem
- Your hypothesis for goal setting for this client
- Clinical issues (interpretive summary)
- Your personal strengths and challenges when working with this client

If you chose a classmate, the two of you will conduct a 10 minute therapeutic session in front of the class (either real or role-played) and you, as the therapist, will answer the above questions regarding your client.

Please submit a brief outline of your presentation to me at the time of the presentation. If you do an impromptu interview with a classmate, you may write your outline during the presentation, or immediately following it.
A sign up sheet for the presentations will be available in class.

Assignment 3
Theory Application and Integration: Read a chapter or article about a method of therapy that interests you.

- Briefly summarize the method, discuss its most likely applications and limitations
- Particular strengths and limitations if applied to specific racial, ethnic, cultural, or socially/economically disadvantaged groups.
- To illustrate your own application of the theoretical approach, write an imaginary work-client dialogue or transcribe part of an actual one of yours from a therapeutic setting. Describe how the dialogue illustrates the approach.
- Find a published literature review of the scientific evidence for the effectiveness of this method of treatment. Describe the following:
  - possible biases you detect in the selection or interpretation of studies;
  - specific lessons from the review that you can apply to your practice;
  - Limitations of the approach or approaches as discussed in the review or that you detect.

This assignment should be 3 to 5 pages long and is worth 20% of your grade and is due on March 8, 2005.

Assignment 4
Intervention and Assessment Paper: Write a paper about a case that describes the following phases: assessment, intervention plan, intervention implementation, and personal reflection. Use these phases as subheadings in your paper. 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.

- Assessment: A very brief description of the presenting problem [a paragraph or less], demographics [e.g., age, race, gender, class, etc], history of the problem with all material disguised to protect confidentiality You may also include actual or possible Axis I and Axis II
diagnoses [DSM-IV.]

- **Intervention Plan**: 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 were addressed.

- **Intervention Implementation**: Illustrate the approach you used through a transcript of an actual interview. Please disguise the identity of the client. 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 session as long as you want. For the transcription, use about 12-15 statements from the client and 12 or 15 of your responses to the client.

- **Personal reflection**: Describe your own reaction to this therapeutic encounter. Focus on your strengths and challenges in the process and your own internal processes that fueled your responses. This may be done in an ongoing fashion throughout the transcription, or may be a separate section of the paper. Please address all of the following elements in this section of the paper, and state:
  
  - Why did you pick the particular interventive strategy?
  - Describe how your own "internal family system" played a role in this interview.
  - How would you describe the therapeutic relationship with this client?
  - Did you address and manage resistance in this interview?
  - Describe the dynamics of transference and counter-transference in this interview
  - Did issues of self disclosure arise in this interview?
  - In what areas do you think you need to grow to feel more competent as a clinician?

This assignment should be 10 to 12 pages in length and is worth 30% of your grade and is due on April 12, 2005.
Class Schedule

January 11, 2005:

Introduction to class
What’s it all about?
Internal Family Systems Theory

January 18, 2005:

Establishing a working alliance
Culturally competent practice

Reading: Text, chapters 1 and 2

January 25, 2005:

Creating a hypothesis
What does the client want?
What does the therapist want?

Reading: text, chapter 3

February 1, 2005:

Issues: diagnoses and labels

Assignment 1 due.

February 8, 2005

Middle stages of treatment
Getting stuck and unstuck

Reading: text, Chapter 4

February 15, 2005

Responding to the client: understanding yourself

Reading: text, Chapter 5

February 22, 2005

Strengths based: what does that really mean?
Confronting our own biases

Reading: text, Chapter 6

March 1, 2005: NO CLASS
March 8, 2005

Going deeper: understanding our clients on a deeper level

Assignment 3 due.

March 15, 2005

Being present: the courageous therapist

Reading: text, Chapter 7

March 22, 2005

Guest lecturer

March 29, 2005

Ethical issues
Forgiveness and acceptance

Reading: text, Chapter 8

April 5, 2005

Reading: text, Chapter 9

April 12, 2005

To be determined
Reading: text, Chapter 10

Assignment 4 due.

April 19, 2005

To be determined