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 (Interpersonal Practice with Individuals, Families and Small Groups). 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, SES, and sexual orientation of the client), 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, Interpersonal Psychotherapy for Depression, etc. 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).
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).

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.
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.

4. 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.
5. 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 the fit the needs of various ethnic and racial groups. This course will emphasize that mono-cultural clinical models must be adapted to fit the definitions of “problem” and “treatment” that exist in diverse groups in order for social workers to practice with adults from diverse backgrounds.

- **Social Justice 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.

6. 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.

7. Course Assignments and Grading

Class Participation 10%: Attendance, participation in class discussions, and clinical role plays.

Mid-Term Exam 45%

Final Exam 45%

8. Topics and Required Reading Assignments
Texts:


Topics:

Jan 10th  Interpersonal Practice Basics: Working alliance, pattern search, goal setting, boundaries


2. Carl Rogers Videotape

Jan 17th  Interpersonal Practice Basics Continued …


2. Bernard Bietman Videotape

Jan 24th  Cognitive Behavioral Therapy


Jan 31st  Cognitive Behavioral Therapy Continued…

Feb 7th  Cognitive Behavioral Therapy Continued…


Feb 14th  Cognitive Behavioral Therapy Continued…


Feb 21st  In Class Mid-Term Examination & Interpersonal Practice with Medication


Feb 28th  Spring Break

Mar 7th  Interpersonal Psychotherapy


Mar 14th  Interpersonal Psychotherapy Continued…


Mar 21st  Dialectical Behavior Therapy for Personality Disorders


Mar 28th  Brief Psychodynamic Therapy & Interpersonal Practice with LGBT and Minority Groups

April 4th  
**Brief Psychodynamic Therapy & Interpersonal Practice with LGBT and Minority Groups Continued… & Termination Issues**


April 11th  
**Task Centered Practice**


April 18th  
**In Class Final Examination and Course Evaluations**