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 SW521, the foundation course on interpersonal practice. 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. The course will include 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 studies. 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, including Brief Psychodynamic Therapy, Motivational Interviewing, Interpersonal Therapy, and Cognitive Behavioral Interventions. These intervention models will also be evaluated for how well they fit the special needs of diverse populations.

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 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 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, including the indications and contraindications of various IP models.

2) Assess the effectiveness of various kinds of intervention models and procedures that may be utilized with individual adults.

3). Demonstrate advanced 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.

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).
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.

6) Identify ways to match or modify intervention methods effectively with [adult] client problems, across diverse populations, cultural backgrounds, sociopolitical contexts and available resources.

7) Identify one’s own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals.

8) Evaluate the efficacy of interventions used with adult clients including the use of specific evaluation measures.

9) Apply and articulate social work values, ethical standards, and principles unique to interpersonal practice interventions with adults involving diverse populations and settings.

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, and didactic presentations of theory/models/procedures. Whenever possible, 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.


RECOMMENDED READINGS: Books on reserve in Social Work Library are marked with *


**ASSIGNMENTS**

Assignments will emphasize development and practice of new skills. You will develop your ability to assess your skills and to give and receive constructive feedback from others. An important tool will be the recording and assessment of your interview skills and interventions with audio or video tapes. Exercises will also focus on developing stress management skills that will increase your empathy and interview preparedness and will decrease burn-out potential. You will also be expected to know how to evaluate relevant scientific literature as a way to inform your practice and to be able to select tools for measuring your effectiveness. Finally, assignments will help you to expand your theoretical base, apply theories to practice, and integrate various approaches. The following is an overview of the assignments. Most assignments must be typed using the editorial style of the American Psychological Association. You will find exemplary assignments on the class web site written by students in previous classes.

1) **Brief Written Exercises.** Four brief exercises are available on the Ctools site along with instructions and due dates. [Pass/Fail; “Pass” = “A” in grade calculation; 10% of grade]

2) **Therapeutic Alliance and “Honoring” Resistance.** Audio or video tape at least 15-30 minutes of a role-played interview. Provide only basic information to the role-play “client” prior to the role-play but indicate whether it is the beginning, middle, or ending phase of treatment. Demonstrate abilities such as accurate empathy (reflection of feelings), summarizing, partializing, “going beyond what was said” [deep empathy], exploring ambivalence, “honoring” resistance, and other abilities for engaging the client. During the role-play, acknowledge and discuss any worker/client differences as appropriate (e.g., age, gender, race, class, religion, sexual orientation, special abilities). Ask the role-play “client” to give you written and verbal feedback. An Interview Rating Sheet is available for written feedback from the “client”. Repeat the role-play and again ask for written and verbal feedback. The two Interview Rating Sheets from the “client” should also be turned in with the assignment. Transcribe 5-10 minutes of the tape to illustrate a strength in your approach OR a place where you felt “stuck” and in need of additional feedback. Discuss your strengths and the areas you believe need more work. Turn in the tape with your assignment and cue it to the place you want me to begin viewing or listening [3-4 pages; Pass/Fail; “Pass” = “A”; 15% of grade; Due date: 10-29-2007]

3) **Method Application and Integration.** Read a chapter or article about an approach that you want to learn more about. For ideas, you may want to review topics in the book by F. Turner, *Social work treatment: Interlocking theoretical approaches*. If possible, view a video tape illustrating the approach. In writing: 1) Briefly summarize the approach; 2) Discuss its most likely applications and limitations; and 3) Particular strengths and limitations if applied to specific racial, ethnic, cultural, or socially/economically disadvantaged groups. To illustrate the
theoretical approach, write an imaginary work-client dialogue or include one from an audio or video tape, book, or article. Describe how the dialogue illustrates the approach. 4) Find a published literature review of the scientific evidence for the effectiveness of this treatment. Briefly summarize the review. Describe the following: a) possible biases you detect in the selection or interpretation of studies; b) specific lessons from the review that you can apply to your practice; c) limitations of the approach or approaches as discussed in the review or that you detect. [7-8 pages; graded; 20% of grade]. [Due date: 11-19-2007]

4) Centering and Interview Preparation. Cognitive restructuring, progressive relaxation, and autogenic methods of centering oneself will be taught in class. Apply at least one of these methods to a number of role-play or actual interviews with clients as indicated on the Interview Preparation Form. Using this Form, assess your level of discomfort before and during the interview and reflect on the process of centering and preparation after the interview. Extra forms are available on the class Web site. Make assessments of your comfort level for at least 3 interviews without any preparation/centering. Your assessments for these 3 interviews will form a brief baseline for comparison with the centering/preparation phase of the assignment. Next, make assessments for 5 more interviews but this time use one of the preparation/centering methods. In 3-4 double spaced pages describe: a) The centering method or methods you used and your reasons for using them; b) What seemed to help or hinder your implementation of the centering methods you used? c) What are the overall outcomes, lessons, and conclusions from your implementation of the centering and interview preparation skills? [Pass/fail; 15% of grade; “Pass” = “A” in grade calculation][Due date: 12-3-2007].

5) Intervention and Assessment Work. Write a paper about a case that describes the following phases: assessment, intervention plan, intervention implementation, ethical issues, and case evaluation. 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. You might also be able to use a case study contained in a film or book.

a) Assessment. Include a very brief description of the presenting problem [a paragraph or less], demographics [e.g., age, race, gender, class, etc], history of the problem [about 1 page]. Also include actual or possible Axis I and Axis II diagnoses [DSM-IV], working hypotheses, and alternative hypotheses, or present an argument against the use of diagnoses. If appropriate, evaluate the validity and cultural meanings and variants of the diagnoses.

b) Intervention Plan. [About 2 pages] 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.

c) Intervention Implementation. [About 3 pages] Illustrate the approach you used through a transcript of a taped role-play or actual interview. If it is an actual interview, be sure to disguise the identity of the client. You will not turn in the tape. Comment on your strengths,
areas needing more work, and 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 role play or actual session as long as you want. For the transcription, use about 5 minutes of the tape or about 12-15 statements from the client and 12-15 of your responses to the client.

d) Ethical Issues. [About 1 page] Describe a current or past ethical dilemma you faced with this client or a dilemma that could occur. Discuss possible ways for resolving the dilemma or the way you did resolve it.

e) Case Evaluation. [About one half to one page] Select or create a measure for the evaluation of the goals established for work with this particular role-play or actual client. You do not have to actually administer the measure. It is more important to describe how you would introduce the measure to your client. It is a good idea to suggest at least two measures. Sources for finding instruments include: Fischer, J. & Corcoran, K. (1987). Measures for clinical practice: A sourcebook (Vols 1 & 2, 2nd edition), New York: Free Press. Hudson, W. (1982). The clinical measurement package: A field manual, Homewood, IL: Dorsey. The School of Social Work Library also has a helpful web site for this purpose: http://www.lib.umich.edu/socwork/rescue/tests.html If possible, give evidence of the reliability and validity of the measure and discuss its strengths and limitations. If you create your own simple measure, it can be patterned after measures shown in class based on simple scales, such as 7 point, 10 point or 100 point scales, of “subjective units” of discomfort, anger, satisfaction, fear, or whatever the problem area might be. Write the words you would use to explain the evaluation procedure to your client. [9-12 pages. Graded: 40% of grade] [Due date: 12-13-2007]

STUDENTS WITH DISABILITIES

Any student who feels that he/she may need an accommodation for any sort of disability (learning, physical, emotional) in order to complete course requirements, please contact me to discuss possible accommodations.

ACADEMIC HONESTY

Please consult the Student Guide http://www.ssw.umich.edu/studentGuide/ [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. Some useful resources for you include:

1) University Library and CRLT web resources on academic integrity: http://www.lib.umich.edu/acadintegrity/

2) A web resource brief guide to APA style: http://wwwold.ccc.commnet.edu/apa/

CLASS ATTENDANCE AND PARTICIPATION
Participation in class discussions is strongly encouraged but will not be graded, in part because there are cultural and personality differences that affect participation. Attendance is expected at each class and is extremely important because the experiential learning and discussions that occur in class cannot easily be replicated outside of the classroom. If you miss between 1-3 classes for any reason, extra assignments will be given so that you will be able to learn the material you missed. You will need to complete these assignments within three weeks of missing class. If you know in advance that you will miss class, please ask a classmate or the instructor to tape record the class, share notes, and collect handouts for you. If you miss four or more classes (31% or more of all class sessions) you will need to meet with the instructor to discuss options, including withdrawal from the class, more extensive make up assignments, or lowering the final grade (a half grade point for each class missed beyond two missed classes).

COURSE OUTLINE:

UNIT 1: META-THEORIES AND WORKING ALLIANCE

Class 1: 9-10-2007
The Uses and Misuses of Theory
Ingredients of the Therapeutic Alliance

Class 2: 9-17-2007
Meta-theories for Addressing Sexism, Heterosexism, Racism & Classism
Self-Centering for the Worker
Establishing a Working Alliance

Required reading:
Chapts. 1, 2, 3, and 9 in Davis et al. (2000). The Relaxation and Stress Reduction Workbook.
“How You React to Stress”, “Body Awareness,” “Breathing,” and “Autogenics”.

Class 3: 9-24-2007
Developing Cultural Humility
Enhancing Motivation for Change
Assessing Your Motives as a Helper

Required reading:

Recommended reading:

UNIT 2: INCREASING CLIENT AWARENESS

Class 4: 10-1-2007
Overview of Theoretical Approaches and Their Integration
Relaxation as a Foundation for Change

Required reading:
Ponzo, Z. (1976) Integrating techniques from five counseling theories.
Personnel & Guidance Journal, 54(8), 415-4191.
Chapt. 4 in Teyber, “An Internal Focus for Change”
Chapts. 4 and 7 in Davis et al., “Progressive Relaxation” and “Applied Relaxation Training”

Class 5: 10-8-2007
Deepening Awareness in Clients

Required Reading:
Chapt. 5 in Teyber, “Responding to Painful Feelings”
Chapts. 5 & 6 in Davis et al., “Meditation” and “Visualization”

STUDY BREAK, 10-15-2007: No Class

UNIT 3: COGNITIVE & PERSONALITY CHANGE & ETHICAL DILEMMAS

Class 6: 10-22-2007
Addressing Ethical Dilemmas
Refuting Irrational Ideas
Self Suggestions
Core Cognitions from Childhood

Required reading:
Chapt. 6 in Teyber, “Familial and Developmental Factors”
Chapts. 8 and 12 in Davis et al., “Self-Hypnosis” and “Refuting Irrational Ideas”

Class 7: 10-29-2007
Cognitive Techniques
Inflexible Coping Strategies

Required Reading:
Chapts. 13 and 14 in Davis et al., “Thought Stopping,” “Worry Control”
Chapt. 7 in Teyber, “Inflexible Interpersonal Coping Strategies”

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**Class 8: 11-5-2007**

Coping Skills Training  
Desensitization  
Conflict in the Therapeutic Relationship

Required Reading:  
Chapts. 15 in Davis et al., “Coping Skills Training”  
Chapt. 8 in Teyber, “Interpersonal Themes and Patterns”  
Chapt. 2 in Young et al., “Schema Assessment and Education”

**UNIT 4: BEHAVIOR AND INTERPERSONAL CHANGE**

**Class 9: 11-12-2007**

Social Learning Theory  
Selecting Measures for Practice Evaluation  
The Therapy Relationship for Interpersonal Change  
Research Reviews on Efficacy of Practice Approaches and Problems

Required Reading:  
Chapt. 17 in Davis et al., “Assertiveness Training”  
Chapt. 9 in Teyber, “An Interpersonal Solution”

**Class 10: 11-19-2007**

Goal Setting  
Motivational Interviewing

Required Reading:  
Chapts. 16 and 21 in Davis et al., “Goal Setting and Time Management” and “When It Doesn’t Come Easy – Getting Unstuck”.  
Chapts. 4, 5, and 6 in Miller and Rollnick, “What is Motivational Interviewing”, “Change and Resistance: Opposite Sides of the Coin”, “Phase 1: Building Motivation for Change”

**Class 11: 11-26-2007**

The Process of Termination

Required reading:  
Chapt. 10 in Teyber, “Working Through and Termination”;  
“Answers to Your Questions About Sexual Orientation and Homosexuality”, and “LGB Psychotherapy Guidelines”, American Psychological Association;  

**Class 12: 12-3-2007**
Involuntary Clients

Required Reading:
Chapt. 7 in Miller and Rollnick, “Responding to Change Talk”
Chapts. 8 in Miller and Rollnick, “Responding to Resistance”

Class 13: 12-10-2007

INTEGRATION OF THEORIES & TRANSPERSONAL SOCIAL WORK

Integration of Childhood Factors and Cognitive Therapy

Required Reading:
Chapt. 3 in Young et al., “Cognitive Strategies” (in Coursetools)
Transpersonal social work

Demonstrations of integrative methods

Revised 9-1-07