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 540 (i.e. Theory and Practice of 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 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, 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 (e.g. people of color; gay, lesbian, bisexual, and transgender 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 psychosocial 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 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 clients that are more privileged 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. **Required Texts:**


Additional Handouts
8. **Recommended Readings**


Journals
American Journal of Orthopsychiatry
Crisis Intervention and Time-Limited Treatment
Journal of Multicultural Social Work
Social Work

9. Grades
A+= 100 points
A= 96-100 points
A- = 90-95 points
B+= 86-89 points
B= 83-85 points
B-= 82-80 points
C+= 79-76 points
C= 75-70 points
C-= 69-63 points
D= 62-55 points
E= 54-0 points

No late papers allowed

10. Performance Criteria
A. Paper 35 points: 7-10 pages (no longer than 10!) Due 7-22

The aim of this paper is to relate theory to actual case material. This is a personal autobiography regarding your decision to become a social worker. Discuss your theoretical orientation and if you can, your own therapy experiences. Apply the theories of developmental and personality theory to yourself. Use these theories: Eric Erikson, Jean Piaget, Sigmund Freud, Carl Rogers, Abraham Maslow, Behaviorist theory (classical and operant conditioning), Social Psychology, Psychoanalytic Theory and Jungian Psychology. For example, one section of the paper could apply Erickson’s life stages to your own development and how returning to school might fit into an older, non-traditional student’s life stage. Freud’s theory of free association could be applied; free associate to the idea of what it means to you to identify with social work as a profession and see if any surprising or less conscious motivations come to mind. Discuss your conscious motivations for becoming a social worker. Roger’s and Maslow’s theories could allow for considerations about how you may have been affected by pursing a helping profession. Fromm’s theory of social psychology might allow for exploration of your own growth and how it has been enhanced or limited by your environment and how this may have affected social work as a career choice. Skinner’s behavioral conditioning...
theory is related to Fromm’s social conditioning and offers the possibility of examining how you have been rewarded or punished for different behaviors or interpersonal strategies; how you react to stress and how this may impact your functioning as a clinical social worker, how you might think about taking care of yourself in graduate school and clinical work to reduce stress and burnout. Jung’s theories of the unconscious could offer some enjoyable imaginings to consider your dreams, fantasies, archetypal identifications, and personal mythology and how they may relate to your decision to become a social worker. These are possible ideas—be creative and enjoy doing this!


C. Case Vignette oral presentation with one page summary. 20 points.
   Discuss a case that you have in your field placement. Discuss what the client said and how they presented. Discuss your intervention (s) and rationale for interventions.

D. Class attendance and participation. 10 points. I take attendance as I feel it is important for you to attend class and participate maximally.

Course Outline

May 20       The beginning phase of therapy. Teyber Chapters 1,2,3.
June 3       Conceptualizing client dynamics. Teyber Chapters 6,7,8; Wachtel Chapters 2,3,4.
June 10      The middle phase of therapy. The therapeutic dialogue. Wachtel Chapters 5&6.
June 17      Therapeutic processes. Wachtel Chapters 7, 8,9,10. Review for exam.
June 24      EXAM
July 1        The client-social worker relationship: Interpersonal Factors and Solutions; Transference and counter-transference. Teyber Chapters 8,9. Wachtel Chapter 11.
July 15       Working through, maintenance of treatment gains, termination. Teyber Chapter 10.
July 22  Special Topics and Considerations. Complete Vignettes.