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 521/540 (i.e. Interpersonal Practice) 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, sexual orientation, and spiritual orientation of the client.
2. **Course Content:**

This course will present various models of intervention designed to prevent and treat psychosocial problems of individual adults. Students will be encouraged to treat each client with the utmost respect for their personhood, the uniqueness of their presenting problems, and the unique resources both internally and externally they can bring to bear on their situation. All manner of life challenges will be considered including work and career stressors, alcoholism and other addictions, current family and family of origin issues, relationships with significant others, and race, sex, class, and any other form of discrimination or oppression. A wide range of therapeutic approaches including Cognitive-Behavioral, Narrative, Rational Emotive, Jungian, Group Therapy options, Traumatic Incident Reduction, Family Systems, Reality Therapy, Hypnosis, Assertiveness Training, Role playing, and Metaphorical interventions using storytelling and writing exercises will be introduced. More recent therapeutic interventions such as EMDR and Poetry Therapy will also be considered. Matters of race, sex, sexual orientation, class, ethnicity, and spiritual orientation will be considered in the application of all evaluation, intervention, and assessment models.

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 interventions 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, spiritual 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 range of methods to promote knowledge and skill development. Experiential learning will be emphasized whenever possible through problem solving exercises, role playing, in class writing assignments, cooperative learning techniques, and audio visual exercises that may include case simulations or presentations. Reading assignments will be designed to maximize the internalization of the material. Didactic presentations of theory/models/procedures will be used to maximize student participation and discussion. Whenever possible, assignments will be tied to the field placement experiences of the students. Students will be encouraged to use their actual internal experience of their clients as a guiding principal in all assessment strategies and the development and deployment of interventions.

5. Relationship of the Course to Four Curricular Themes:

1. 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.

2. 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 difficulties as well as how socioeconomic exclusion arises in screening criteria that excludes clients because of intelligence, verbal ability, insight, and motivation.

3. 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.

4. Behavioral and Social Science Research will be addressed through careful selection of intervention models for which there is empirical evidence of 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 chose and pursue their own change goals. Ethical issues such as sexual relations between clients and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients.

**Required Text:** Therapeutic Mastery: Becoming a More Creative and Effective Psychotherapist by Charles H. Kramer, M.D.

**Assignments**

**Diversity Training:** To reinforce the information explored in class through discussion and readings, students will be asked to do a literature search to discover how to obtain information about special population clients and how to counsel them. Each student will be asked to contract with the instructor about an article, book, journal, or audio visual material that they want to review and what aspects of dealing with special population clients they wish to explore in detail. For example, a literature review might turn up an article about special pressures on upper middle class African Americans. The student would present that to the instructor for consideration and determine what about that article might be the focus for the student’s exploration. An interview with a special populations person will be an acceptable resource for this assignment. For example, a student might interview a gay couple with a long-standing relationship. One three to five page papers will be expected from each student regarding the effects of race, gender issues, or sexual orientation on the counseling process.

**Theory Integration:** Each student will be asked to present an example of an actual case presentation via recordings or transcripts or a role play approved by the instructor that demonstrates at least two theories of interventions within the session. For example, someone might identify that they used Client Centered listening techniques and Narrative Therapy to assess and motivate a client. The examples can be either written transcripts from the session, an audio recording of the session, or a video of the session. The accompanying paper of three to seven pages will identify the two theories utilized, rationale for choosing them, and consequences of using these methods.

**Methods Development:** Based on readings and class discussion, each student will identify three methods of intervention that they would be likely to use as therapists. A paper or a twenty minute class presentation will be accepted as satisfactory completion of the assignment. Group presentations will also be acceptable and more time will be allowed for group presentations. If a paper is submitted, it will be ten to fifteen pages in length and will include the perceived strengths of these methodologies, the appeal they have as a strategy, and the shortcomings of each.
Creativity Development: Students will be asked to submit a paper or presentation that represents a novel approach to counseling based on their experiences in field placement. The unique characteristics of the individual or couple or group or the uniqueness of that client’s situation will be explained and the rationale for the choice by the therapist/student. Examples may be driving with a phobic client through a car wash, having a client write a poem about their fears to their spouse, or having them bring in photos of their family of origin and examining the stories that the photos represent. Short term and long term consequences will be discussed including any negative or potentially negative outcomes. The paper will be three to five pages. A presentation will be approximately fifteen minutes.

Skills Assessment: Students will be asked to write a paper identifying the major junctures in a counseling exchange with an actual client. Transcripts of the exchange will be useful to include but are not mandatory. The students will identify the most important information gained from the initial session regarding whom your client is, the formulation of the problem, and the client’s hopes and/or goals. Focus will be given to what triggered your choices to respond or not respond in later sessions. The most worrisome or difficult aspects of trying to offer or implement a useful intervention will be discussed as well. Identify your best skill or best moment in the counseling exchange as well as something that represents your most difficult or problematic moment. Include information about how the client’s race, age, sex, economic status, spiritual orientation, and physical health may have impacted your choices. Ethical considerations should be included as well such as boundary setting, personal biases, or any special concerns such as confidentiality in an institutional setting or use of the Internet by clients. An in class presentation will be acceptable if contracted with the instructor.

Plagiarism
Please consult with The Student Guide to make sure that you are not committing plagiarism in your written reports. The Student Guide contains a section on providing proper citations when writing term papers and research papers. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks. Plagiarism is something that this instructor has a great aversion to and could lead to a failing mark in this course. In some cases, it can be the grounds for expulsion from school. If you want to use someone’s ideas to help you make a point, please, please do so. Just be sure to credit them and then talk about that point as it relates to your own thoughts. It’s not hard to do. http://www.ssw.umich.edu/studentGuide/SG sec4.pdf
Class Attendance and Participation

Participation in class discussions is strongly encouraged. Questions that students have that arise from field placement experiences will be encouraged. Attendance is expected at every class. If you must miss a class for any reason, extra assignments will be given to you so that you will be able to cover the material you missed. If you know in advance that you will miss, please ask a classmate to tape record the class for you, share notes, and collect handouts for you.

COURSE OUTLINE:

Class One: May 10, 2004
Values Clarification
Introduction to Therapeutic Metaphors

Class Two: May 17
Establishing a Therapeutic Alliance
Content versus process in Problem Identification
Reading: Chapter 4, “The Process Moves Along” in Therapeutic Mastery by Charles Kramer, M.D.

Class Three: May 24
Using Polyphrenia in building a therapeutic framework
Reading: “Internal Cast of Characters,” in Therapeutic Mastery

Class Four: June 7
Modeling and Self Disclosure
Ethical Dilemmas

*First Assignment Due

Class Five: June 14
Developing Sensitivity to Racial Biases
Reading: To be determined by a Literature Search by the students

Class Six: June 21
Developing Sensitivity to Sex Role Biases about both Males and Females
Readings: To be determined by a Literature Search by the students
Class Seven: June 28
   Developing Sensitivity to Sexual Orientation Biases
       Readings: To be determined by a Literature Search by the students

Class Eight: July 12
   Narrative Therapy
       *Second Assignment Due

Class Nine: July 19
   Spirituality in the Therapeutic Process: Ally and adversary
       Reading: Chapter 11 “Exploring Psychospirituality,” in Therapeutic Mastery

Class Ten: July 26
   Jungian Therapy: Basic Principles
       Reading: “The Long Bag We Drag Behind Us,” by Robert Bly in Meeting The Shadow edited by Connie Zweig and Jeremiah Abrams
   Therapeutic Writing Techniques
       Reading: Chapter 11 in Poetic Medicine, by John Fox

Class Eleven: August 2, 2004
   Class Presentations
       *Final papers or presentations due