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, intervention, termination, and evaluation) 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. Special attention will be given to issues of diversity including the race, gender, ethnicity, class, sexual orientation, and spirituality 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 Narrative, Rational Emotive, Jungian, Group Therapy options, Inner Character Work, Family Systems, Reality Therapy, 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. The impact of an individual’s spirituality or religion will also be included.

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. Modify intervention models to take into account race, gender, ethnicity, social class, sexual orientation, spirituality, and special abilities of adult clients.

5. 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. In other words, they will tend to be brief so that you can *really think about the ideas presented* versus bombarding you with assignments that you probably won’t be able to discuss in fullness. 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 strongly encouraged to use their 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. With that said, this course will not emphasize research techniques in the delivery of interventions.

6. **Relationship of the Course to Social Work Ethics and Values:**

   My strong bias is that clients are best served when social workers 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, 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 allowed to select 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. 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. Two three to five page paper will be expected from each student regarding the effects of race, gender issues, or sexual orientation on the counseling process. At least three
different citations of readings of your choice to support your exploration will be required. The
two papers will combine to represent twenty per cent of the grade for the semester.

*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 five to
seven pages will identify the two theories utilized, rationale for choosing them, and
consequences both pro and con of using these methods. Three or more citations to support your
contentions are required. This will account for thirty five per cent of the grade for the semester
unless you choose to do a paper on Creativity Development as well. If you do the Creativity
Development paper, this assignment will account for twenty per cent of your grade.

*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. This paper is optional and will represent
fifteen per cent of your grade for the semester if you choose to do it.

*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, 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, spirituality, economic status, and physical health may have
impacted your choices. Ethical considerations could 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. If you are able to have a high level of self-awareness about your internal process
regarding this assignment, you will not need to reference any citations. If you think that readings
you have done to help you understand your choices would be useful to help me understand your
process, by all means include as many as you’d like. This assignment will represent forty five per
cent of the grade for the semester.
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. 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 but will not be graded. 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, please contact me ahead of time if at all possible. If you know in advance that you will miss a class, please ask a classmate to tape record the class for you, share notes, and collect handouts for you.

COURSE OUTLINE:

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

Class Two: September 17
Goal setting for the coming semester
Content versus Process in Problem Identification

Class Three: September 24
Establishing a Therapeutic Alliance
Qualities and Values of a good therapist
   Reading: Chapter 4, “The Process Moves Along” and Chapter 7, “The Good Therapist” in Therapeutic Mastery by Charles Kramer, M.D.

Class Four: October 1
Modeling and Self Disclosure
Ethical Dilemmas

Class Five: October 8
Using Polyphrenia in Building a Therapeutic Framework
   Reading: “Internal Cast of Characters,” in Therapeutic Mastery

Class Six: October 15
Developing Sensitivity to Racial Biases
Reading: To be determined by Literature Search by students

Class Seven: October 22
Developing Sensitivity to Sex Role Biases about both males and females
Other readings to be determined by Literature Search by students

Class Eight: October 29
Developing Sensitivity to Sexual Orientation Biases
Readings to be determined by Literature Search by students

Class Nine: November 5 -- Two Short Diversity Papers Due On This Day Jungian Therapy: Basic Principles
Reading: ‘The Long Bag We Drag Behind Us,” by Robert Bly in Meeting The Shadow Connie Zweig and Jeremiah Abrams

Class Ten: November 12
Narrative Therapy
Reading: ‘The Third Wave,” by Bill O’Hanlon in The Psychotherapy Networker, 11/12 1994

Class Eleven: November 19-- Theory Paper Due
Spirituality: Therapeutic Ally and Adversary
Reading: Chapter 11, “Exploring Psychospirituality,” in Therapeutic Mastery

Class Twelve: December 3
Therapeutic Writing Techniques
Reading: “Poems of Witness In A Conflicted World,” Chapter Eight in Poetic Medicine, by John Fox

Class Thirteen: December 10
Alternative Therapies
Course Review

Class Fourteen: December 17, 2004 -- Skills Assessment Due
Class Presentations