

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW393R2	Instructor's name:	Darlene Grant, Ph.D. d.grant@mail.utexas.edu
Unique Number:	61170	Office Number:	SSW 3.130L
Semester:	Fall 2000	Office Phone:	471-0532
Meeting Time/Place:	Tues. 8:30-11:30 p.m.; SSW Rm. 2.130	Office Hours:	Thurs. 2:30-4:30 and By Appointment

THEORIES & METHODS OF INTERVENTION WITH INDIVIDUALS
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I. Course Description

This course will examine current therapeutic and self-help approaches used with adults in residential and out-patient mental health and clinical social work settings. The course will focus on critical and comparative analysis of the differential applications of theories and skills utilized in varying treatment and self-help modalities at the micro, mezzo, and macro levels. Special vulnerabilities and ethical concerns for these practice populations will be examined.

II. Prerequisite(s)

This course is required of MSSW students in the Clinical Social Work concentration. Completion of the MSSW foundation year coursework or advanced standing status is the necessary pre-requisite for enrollment in this course.

III. Course Objectives

- Critically evaluate selected contemporary theories and practice techniques utilized by social workers in clinical social work settings.
- Analyze ethical issues and personal values specific to practice in clinical social work settings.
 3. Demonstrate ability to design, assessment and intervention plans related to selected contemporary methods of treatment in social work settings.
 4. Demonstrate an understanding of how to integrate and apply therapeutic treatment techniques with self-help and support programs,

5. Demonstrate treatment techniques formulated out of contemporary theories, for use with clients with varying characteristics such as gender, age, culture, socio-economic status, sexual orientation, and ability,
6. Discuss how social work's commitment to social and economic justice influences and differentiates social work's use of treatment approaches in clinical social work practice settings.

IV. **Teaching Methods**

Teaching methods will include lecture, group discussion, small group exercises, audio-visual materials and when possible, selected guest lecturers.

V. **Required and Recommended Texts, and Materials**

Required

1. Brandell, J.R. (1997). Theory and Practice in Clinical Social Work. New York, NY: The Free Press. TEXT
2. Zaro, J. S., Barach, R., Nedelman, D. J., & Dreiblatt, I. S. (1977/99). A guide for beginning psychotherapists. New York, NY: Cambridge University Press.
 1. Course packet at Speedway Copies at Dobie Mall.
 2. Your choice of one of the following novels is required (or two in case of Pelzer):
1. Jamison, K. R. (1996). An unquiet mind: A memoir of moods and madness. New York, NY: Random House. [ISBN 0-67976-330-9]
2. Pelzer, D. (1995). A child called "It": One child's courage to survive. Deerfield Beach, FL: Health Communications. [ISBN 1-55874-366-9; Library Call No. HV883.C2P45]; Pelzer D. (1997). The Lost Boy. Deerfield Beach, FL: Health Communications. [ISBN 1-55874-515-7]
3. Slater, L. (1998). Prozac diary. New York, NY: Penguin Putnam. [ISBN 0 14 02.6394 2 (pbk.); Library Call No. RC464.S58A3 1998]

Recommended

APA (1994). American Psychological Association Publication Manual, 4th Ed. Washington, DC: APA.

American Psychiatric Association. (1993). DSM-IV. Washington, D.C.: American Psychiatric Association.

Bloch, S., & Singh, B. S. (1999). Understanding troubled minds: A guide to mental illness and its treatment. Washington Square, NY: New York University Press.

Turner, F.J. (1996). Social work treatment: Interlocking theoretical approaches, 4th ed. New York, NY: The Free Press.

Note: The DSM-IV is an important resource for this and other classes during your MSSW studies and Field Practicum.

Useful Resource Materials

Becker, H.S. (1986). Writing for social scientists: How to start and finish your thesis, book, or article. Chicago: The University of Chicago Press.

Beebe, L. (1993). Professional writing for the human services. Washington: NASW Press.

Note: Chapter 2 focus is on basic writing techniques; chapter 8 focus is on journal submissions.

Bloom, R.L. (1992). Planned short-term psychotherapy: A clinical handbook. Needham Heights, MA: Allyn & Bacon.

Corey, G. (1996). Theory and Practice of Counseling and Psychotherapy, 5th Ed. Pacific Grove, CA: Brooks/Cole.

Note: Provides nice overview of theories and techniques related to psychoanalytic, existential, person-centered, gestalt, reality, behavior, cognitive-behavior, and family systems therapies.

Daley, D.C., Moss, H.B., & Campbell, F. (1993). Dual disorders: Counseling clients with chemical dependency & mental illness. Center City, MN: Hazelden. ISBN 0-89486-449-1. Library Call No. RC564.68.D35 1993.

Duplessis, G., McCrea, M., Viscoff, C., & Doupe, S. (1993). What works: Innovation in community mental health and addiction treatment programs. Toronto, Ontario: Canadian Scholars' Press.

Gerhart, U.C. (1990). Caring for the chronic mentally ill. Itasca, IL: F.E. Peacock. ISBN 0-87581-333-X. Library Call No. 89-061482.

Granvold, D.K. (1993). Cognitive and behavioral treatment: Methods and applications. Pacific Grove, CA: Brooks/Cole.

Inciardi, J.A. (Chair) (1994). Screening and assessment for alcohol and other drug abuse among adults in the criminal justice system. Treatment Improvement Protocol (TIP) Series, #7. Rockville, MD: USDHHS, Substance Abuse and Mental Health Services Admin, Center for Substance Abuse Treatment (CSAT). Provided by Instructor.

Isacson, E.B. (Ed.) (1991). Chemical Dependency: Theoretical approaches and strategies working with individuals and families. New York: Haworth Press.

Kahn, M.D. (1991). Between therapist and client: The new relationship. New York: W.H. Freeman. ISBN 0-7167-2194-5 (pbk.). Library Call No RC480.8.K34 1991.

Kaufman, E. (1994). Psychotherapy of addicted persons. New York: Guilford.

Loewenberg, F.M. and Dolgoff, R. (1992). Ethical decisions for social work practice. Itasca, Ill.: F.E. Peacock Press.

Note: Review for ethics and values related to confidentiality and informed consent, client rights and professional expertise, value neutrality and imposing values, equal and unequal or limited resources and professional relationship.

Miller, N.S., & Stimmel, B. (Eds.) (1993). Comorbidity of addictive and psychiatric disorders. Binghamton, NY: Haworth Medical Press.

Paniagua, F.A. (1995). Assessing and treating culturally diverse clients: A practical guide. Thousand Oaks, CA: SAGE.

Perls, F.S. (1988). Gestalt therapy verbatim. Highland, N.Y.: Center for Gestalt Development, Inc.

Ries, R. (Chair) (1994). Assessment and treatment of patients with coexisting mental illness and alcohol and other drug abuse. Treatment Improvement Protocol (TIP) Series, #9. Rockville, MD: USDHHS, Substance Abuse and Mental Health Services Admin, Center for Substance Abuse Treatment (CSAT). Provided by Instructor.

Turner, F.J. (Ed.) (1986). Social work treatment: Interlocking theoretical approaches. New York: Free Press.

Note: Use for integration of therapy skill information and social work theory. Includes chapters on social work and gestalt, existential, psychotherapy, cognitive and behavior therapy and other approaches.

Wallen, J. (1993). Addiction in human development: developmental perspectives on addiction and recovery. Binghamton, NY: Haworth Press.

Winters, K.C., & Zenilman, J.M (Co-Chairs) (1994). Simple screening instruments for outreach for alcohol and other drug abuse and infectious diseases. Treatment Improvement Protocol (TIP) Series, #11. Rockville, MD: USDHHS, Substance Abuse and Mental Health Services Admin, Center for Substance Abuse Treatment (CSAT). Provided by Instructor.

Wurmser, L. (1995). The hidden dimension: Psychodynamics of compulsive drug use. Northvale, NJ: Jason Aronson.

VI. Course Requirements

Reading assignments should be completed prior to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Student's questions and comments provide the instructor an important assessment tool for whether or not readings are being completed outside of class.

Assignments

Students will receive a separate handout for assignment 1 with more in-depth discussion of requirements. Directions for assignments 2 and 3: Theory Integration Paper Using a Novel and Triad Therapy Skills Process Paper appear in this syllabus right before the bibliography.

Evaluation

1. **Small Group Presentation with 1 to 2 page Overview Handout to Class Required (30%).** Dates will be assigned in class
2. **Theory Integration Paper Using a Novel of student's choice from the following list: *An Unquiet Mind*, *A Child Called "It"* & *The Lost Boy*, and *Prozac Diary* (30%).** Following a thorough reading of a novel, the student is asked to analyze and discuss theory and skills related to their assessment of actual clinical problems and interventions presented in the novel. Due - Nov. 21
3. **Triad Therapy Skills Exercise and Reaction/Process Paper (30%).** Due -Nov. 7 inclusive--following participation in and responding to any one of the numerous in-class skill development exercises.

The purpose of this course and this assignment is to learn and improve the individual counseling skills one needs by practicing with clients face-to-face. However, it is difficult to do so during a semester when there is no field placement and work is solely in an academic class setting. To resolve this dilemma we will rely on weekly assigned triads in which each member will take turns as the (1) clinical social worker/psychotherapist, (2) the client, and (3) the observer. At the end of the semester you will be asked to write a synopsis about your experience and growth related to these in-class exercises and your reading of the Zaro et al. textbook.

4. Class Attendance/Participation (10%)

Assignments will be evaluated based on evidence of careful writing and systematic, reasoned thought, which shows use of (a) proof-reading, editing, and APA style (b) a body of theoretical knowledge, in combination with (c) understanding of self and others and (d) your ability to analyze, integrate, and apply theory.

The following criteria are also used in grading assignments:

1. Is it clear from the beginning what will be covered, in what way, and in what order?
2. Is the information presented comprehensive, sensitively selected, and well-ordered?
3. Are underlying assumptions clearly stated and justified?
4. Are major points clearly thought-out and adequately emphasized?
5. Are alternative explanations considered and understood?
6. Are conclusions supported by adequate and appropriate evidence?
7. Are values and biases acknowledged?
8. Does the work reflect awareness of self and others?
9. Is the work well-written and free from spelling, punctuation, and grammatical errors?
Has the work been proof-read prior to submission?
10. Is **APA format** used, including non-sexist language, and references cited appropriately?

VII. Class Policies

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. **Students will lose 3 points for each day that an assignment is late.** Any adjustments in due dates **MUST** be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled date. Similarly, adjustments in **EXAMINATION** and/or **PAPER DUE DATES** must be approved by the instructor **PRIOR** to scheduled exam time.
2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office.
4. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
5. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
6. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information contact the Office of the Dan of Students at 471-6259, 471-4641 TTY.
7. Safety---As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

**SW393R2 Theories & Methods of Intervention with Individuals Fall 2000
Course Schedule (first day of semester Wed., Aug. 30, last day Fri., Dec. 8)**

Date	Description	Text / Readings “read by date shown”
Session 1 Tues. Sept. 5--	<p align="center">Overview of Course</p>	Brandell, Chpt. 1,2 & 3 Zaro et al., Initial expectations, Chpt. 1
Session 2 Tues. Sept. 12 --	Ethics, Values and Legal Issues in Social Work Practice	Dean, R., & Rhodes, M. (1992). Ethical-clinical tensions in clinical practice. (in LRC) Freeman, S. J. <u>Ethics</u> , Chapters 10 & 12 Saltzman, A. & Furman, D. <u>Law in Social Work Practice</u> , Chap. 14. Zaro et al., Professional responsibilities, Chpt. 2.

<p>Session 3 Tues. Sept. 19--</p>	<p>Psychoanalytic and Object Relations Theory and Practice</p>	<p>Brandell, pp. 202-253.</p> <p>Scott, E.M. (1983). Object-relations theory . . . Applied to treatment of certain alcoholics. (in LRC)</p> <p>Strean, H. (1996) Psychoanalytic Theory and social work treatment. <u>In</u> Turner text (chpt. 22), (in LRC).</p> <p>Zaro et al., Preparations, The initial interview, Counsultations, Giving a Staffing Report, (Chpts. 3, 4, 5, 6)</p>
<p>Session 4 Tues. Sept. 26--</p>	<p>Cognitive Behavioral Treatment for Depression in Adolescents and Adults</p> <p>Suicide Risk Assessment</p> <p>{Wed., Sept. 27 last day to drop a course without academic penalty}</p>	<p>Brandell, pp. 164-201.</p> <p>Bloom, B.L. (1992). Beck's cognitive restructuring therapy. <u>In</u> Bloom (chpt. 15). (LRC)</p> <p>Lantz, J. (1996). Cognitive theory and social work treatment. <u>In</u> Turner text (chpt. 5).</p> <p>Thomlison, B., & Thomlison, R.J. (1996). Behavior theory and social work treatment. <u>In</u> Turner text (Chpt. 3).Andreae, D. (1996). Systems theory and social work treatment. <u>In</u> Turner text (Chpt. 25), (in LRC)</p> <p>Zaro et al., The Psychotherapy Process (Chpts. 7, 8, 9, 10)</p>

<p>Session 5 Tues. Oct. 3--</p>	<p>Clinical Social Work Practice with Clients with PTSD</p>	<p>Brandell, pp. 345-379. Brandell, pp. 380-403.</p>
<p>Session 6 Tues. Oct. 10</p>	<p>Clinical Social Work Practice with Clients with Anxiety Disorders {Mon., Oct. 9th, Yom Kippur}</p>	<p>Hallam, R. Counseling for Anxiety Problems Perris, C. Cognitive Psychotherapy and Anxiety Disorders</p>
<p>Session 7 Tues. Oct. 17--</p>	<p>Clinical Social Work Practice with Clients with Substance Abuse Disorders</p>	<p>Brandell, Chap. 20, pp. 551-577 Solomon, Chap. 16, pp. 437-481 in LRC</p>
<p>Session 8 Tues. Oct. 24--</p>	<p>Clinical Social Work Practice with Clients with Severe Mental Disorders using the Case Management Model</p>	<p>Brandell, Chap. 23, pp. 618-661; Harris and Bergman, pp. 296-302; Lukens & Thorning, pp. 343-364; Schilling & El Bassel, pp. 437-481. Zaro et al., Termination, Record keeping, Chpts. 11, 12.</p>
<p>Session 9 Tues. Oct. 31--</p>	<p>Clinical Practice with the Elderly and their Families {Halloween}</p>	<p>Brandell, Chap. 17, pp. 471-500. Walker, Pomeroy, McNeil and Franklin, pp.21-39.</p>
<p>Session 10 Tues. Nov. 7--</p>	<p>Election Day ---- Library Day No Formal Class</p>	

<p>Session 11</p> <p>Tues. Nov. 14--</p>	<p>Clinical Social Work Practice with Grief and Loss Issues</p> <p>Group presentations</p>	<p>Stroebe, W. et al. Social Support and Bereavement Outcome</p> <p>Bigelow, G. & Hollinger, J. Grief and AIDS</p>
<p>Session 12</p> <p>Tues. Nov. 21--</p>	<p>Clinical Social Work Practice using Play Therapy</p> <p>Group presentations</p> <p>{Thurs., Nov. 23rd, Thanksgiving}</p>	<p>Brandell, Chap. 4 pp. 83-100; Chap. 10, pp. 288-314.</p>
<p>Session 13</p> <p>Tues. Nov. 28--</p>	<p>Clinical Social Work Practice with Gay and Lesbian Clients</p> <p>Group Presentations</p>	<p>Brandell, Chap. 21 & 22, pp. 578-617.</p>
<p>Session 14</p> <p>Tues. Dec. 5--</p>	<p>Brief Treatment in Managed Care Settings</p> <p>Group Presentations</p>	<p>Brandell, Chaps. 14 & 19</p>

INTEGRATIVE PAPER USING A NOVEL ASSIGNMENT
(30% of Overall Grade, Due Nov. 21)

Reading your choice of one of the following novels is required for this assignment:

1. Jamison, K. R. (1996). An unquiet mind: A memoir of moods and madness. New York, NY: Random House. [ISBN 0-67976-330-9]
2. Pelzer, D. (1995). A child called "It": One child's courage to survive. Deerfield Beach, FL: Health Communications. [ISBN 1-55874-366-9; Library Call No. HV883.C2P45]; Pelzer D. (1997). The Lost Boy. Deerfield Beach, FL: Health Communications. [ISBN 1-55874-515-7]
3. Slater, L. (1998). Prozac diary. New York, NY: Penguin Putnam. [ISBN 0 14 02.6394 2 (pbk.); Library Call No. RC464.S58A3 1998]

The purpose of this assignment is for the student to demonstrate an understanding of the integration between theory and concrete psychotherapy with individuals skill development. Good organization, description, incorporation of theory, writing skills and creativity are of paramount importance in this assignment.

Over the past few years, the publishing industry has been producing books that reflect the arduousness of the therapeutic process from both the client as well as the therapist's perspectives. For this assignment you are asked to select one of the paperback books from the list provided above. Your instructor is aware that several methods instructors use this same assignment and have worked to exclude books that have been used in those courses. As you read the selected book, be aware of the various points in the context of the book that a social worker might be appear that could change the outcome or influence the client outcome in some way. Add a brief chapter or otherwise incorporate the character of a social worker into the "story" of the book.

Write a paper in which you:

1. Present a brief synopsis of the content of the therapeutic process conducted in the book you have selected (10 pts.)
2. Describe the theoretical micro skills and client/therapist problem themes and issues that are pertinent to social work/intervention work that arises in the book (15 pts.)
3. Write a hypothetical chapter of the book in which you (50 pts):
 - a. describe what you would do as far as her/his entry as a clinical social worker/psychotherapist into the client system
 - b. describe your theoretical framework
 - c. design at least two methods of theory-based intervention describing what you would do at the micro, mezzo, or macro level of practice given your theoretical frame of reference--it is important to be as detailed as possible about the what, where, when, how, and rationale of your interventions
 - d. make every effort to refer to the novel for context, attend to rules of grammar and APA Style, follow the outline provided, and attend to clarity of presentation (10 pts.)
 - e. make every effort to incorporate logical, theory based, skill specific, creative and original thought into this process (15 pts.)

TRIAD THERAPY SKILLS EXERCISE AND REACTION/PROCESS PAPER
(30% of Grade, Due –Nov. 7)

Beginning with the 2nd session of class and ending with the 9th, a case vignette will be distributed for you to familiarize your self with prior to participating in the in-class exercise for the following week. The material presented will involve the initial session with a client. Your focus during the in-class exercise will be what would hypothetically happen during the second session between therapist and client given the theoretical frame of reference for that class session, your readings, and attention to your internal process during the exercise.

For this assignment we will rely on weekly assigned triads in which each member will take turns role-playing the clinical social worker/psychotherapist, the client, and the observer. When you role-play the observer (you'll have 2 opportunities to be the observer during each of seven weeks we have scheduled these in-class exercises), you will be responsible for taking notes regarding the interaction you observe and providing a copy of your notes to each member of your triad. To defray costs, you might set up one observer sheet with three observer sections, and/or your notes might be exchanged after class via e-mail.

When you role-play the client, you will be able to use this opportunity to work on understanding the client perspective. You will also want to use this training process as an opportunity to look at some issues that relate to what hinders and what enhances your effectiveness as a clinical social worker. Beginning with the second class session you will be given a specific case to review and assigned a triad to work in during the following class session. Make some preparation for the following week's in-class exercise--this will prevent you from floundering and will make the time you spend in your triad useful to your growth process.

When you role-play the psychotherapist, you will be able to use this opportunity to work on theory based jargon, the language of counseling, and your comfort with using this language and deciding what to do and where to go during a session based on what specific theories suggest. You will also be able to track your own internal process as psychotherapist. When you are the observer, you will be able to use this opportunity to pull together your thoughts on the overall therapeutic process/interaction.

We will work to have a large group wrap up at the end of every in-class exercise period that will include a brief overview provided by each triad.

This assignment concludes with your development of a synopsis/paper about your growth related to these in-class exercises and your reading of the Zaro et al. textbook.

Write a Synopsis in which you include:

1. discussion of the theoretical framework(s) that was most comfortable to you as a clinical social worker/psychotherapist (15 pts.)
2. discussion of the theoretical framework(s) which you feel you need more learning or information about/more practice using (15 pts.)
3. discuss and analyze your strengths and weaknesses as a clinical social worker/psychotherapist
4. integrating your readings in Zaro et al. in a discussion of a specific in-class exercise experience (50 pts.)
 - a. describe the client scenario and tell what you were doing as a social worker in the exercise
 - b. discuss the theoretical framework you were using some of the specific theory-based jargon and techniques you used
 - c. discuss the psychosocial issues that came up during the session (e.g. differences of opinion, rejection by the client, crisis, anger, passivity, transference, counter-transference, etc.)
 - d. discuss what was a more difficult aspect of the session for you and what was a more easier aspect of the session for you.
5. summarize areas of growth for you in the area of clinical skills as you consider the sum of your efforts to integrate theory and practice skills this semester (10 pts.)
6. make every effort to refer to the text, reference observer notes, attend to rules of grammar and APA Style, follow the outline provided, and attend to clarity of presentation (10 pts.)

VIII. Bibliography

Mental Health and Chemical Dependence/Substance Abuse Focused Readings

- Anonymous (1996). Field seeks to place cultural awareness at forefront. Alcoholism & Drug Abuse Weekly. 8(3), 3-4 (January 15).
- Anonymous (1995). Fragmentation hinders care of homeless with dual diagnosis. Alcoholism & Drug Abuse Weekly. 7(42), 7-8 (October 30).
- Anonymous (1995). Growing number of dually diagnosed call prison home. Alcoholism & Drug Abuse Weekly. 7(42), 5 (October 30).
- Anonymous (1995). American Psychiatric Association (APA) issues guidelines for treating substance use disorders. Alcoholism & Drug Abuse Weekly. 7(45), 6 (November 20).
- Curley, B. (1996). Mental health field can't fight addiction's big battles. Alcoholism & Drug Abuse Weekly. 8(25), 5 (June 17).
- Drake, R.E., Mueser, K.T., Clark, R.E., & Wallach, M.A. (1996). The course, treatment, and outcome of substance disorder in persons with severe mental illness. American Journal of Orthopsychiatry. 66(1), 42-51 (January). [Library Call # RA796A1A5]
- Goodwin, F.K. (1989). From the Alcohol, Drug Abuse, and Mental Health Administration. JAMA: Journal of the American Medical Association. 261(24), 3517 (June 23). [Library Call # R858A1J678]
- Gorski, T.T. (1994). Chemical dependency and mental health: Avoiding a "shotgun merger". Behavioral Health Management. 14(1), 22-24 (January).
- Jerrell, J.M. (1996). Toward cost-effective care for persons with dual diagnoses. Journal of Mental Health Administration. 23(3), 329-337.
- O'Hare, T. (1995). Mental health problems and alcohol abuse: Co-occurrence and gender differences. Health & Social Work. 20(3), 207-214 (August). [Library Call # HV687.5H43]
- Radcliffe, A. (1994). Basic considerations in integrating mental health and substance abuse services. Behavioral Health Management. 14(1), 20-21 (January).
- Rawson, R.A., & Marinelli-Casey, P. (1996). Partnerships for survival of substance abuse services. Behavioral Health Management. 16(3), 28-30 (May).
- Walker, R.D., Howard, M.O., Walker, P.S., Lambert, M.D., Suchinsky, R. (1995). Practice guidelines in the addictions: Recent developments. Journal of Substance Abuse Treatment. 12(2), 63-73. [Library Call # RC563J687]
- Warner, R. (1996). Response to "The role of self-help programs in the rehabilitation of persons with severe mental illness and substance abuse disorders". Community Mental Health Journal. 32(1), 83-86 (February). [Library Call # RA790A1C53]

Chemical Dependence/Substance Abuse Focused Readings

- Clayson, Z., Berkowitz, G., & Brindis, C. (1995). Themes and variations among seven comprehensive perinatal drug and alcohol abuse treatment models. Health & Social Work. 20(3), 234-238.

- Freeman, E.M. (Ed.) (1993). Substance abuse treatment: A family systems perspective. Newbury Park: CA: SAGE.
- Grant, D. (1996). Generalizability of findings of exploratory practice-based research on polydrug-addicted mothers. Research on Social Work Practice 6(3), 292-307.
- Hagman, G. (1997). Stages of change in methadone maintenance. Journal of Maintenance in the Addictions. 1(1), 75-91.
- Lowinson, J.H., Ruiz, P., Millman, R.B., & Langrod, J.G. (Eds.) (1992). Substance abuse: A comprehensive textbook, 2nd Ed. Baltimore: Williams & Wilkins. [Library Call # RC564S826]
- Rhodes, R. & Johnson, A.D. (1996). Social work and substance-abuse treatment: A challenge for the profession. Families in Society. 77(3), 182-185.
- Russell, M. (1994). New assessment tools for risk drinking during pregnancy: T-ACE, TWEAK, and others. Alcohol Health & Research World. 18(1), 55-61.
- Van Den Bergh, N. (Ed.) (1991). Feminist perspectives on addictions. New York: Springer Publishing. [Library Call # RC533.F45 1990]
- Van Wormer, K. (1995). Alcoholism treatment: A social work perspective. Chicago, Ill.: Nelson-Hall.

Psychotherapy Focused Readings

- Duncan, B.L. (1997). Stepping off the throne. Family Therapy Networker. 21(4), 22-33.
- Granvold, D.K. (1993). Cognitive and behavioral treatment: Methods and applications. Pacific Grove, CA: Brooks/Cole.
- Herner, T. (1981). Psychotherapy through existential dialectics: an account of three cases. Stockholm: Almquist & Wiksell.
- Jacobs, M.K. & Goodman, G. (1989). Psychology and self-help groups. American Psychologist, 44, 536-545.
- Kaslow, F. (Ed.) (1984). Psychotherapy with psychotherapists. New Yourk: Haworth Press.
- Masterson, J.F. (1976). Psychotherapy of the borderline adult: A developmental approach. New York: Brunner/Mazel.
- McClam, T. & Woodside, M. (1994). Problem solving in the helping professions. Pacific Grove, CA.: Brooks/Cole.
- Olsen, P., & Fosshage, J. (Eds.) (1976). Emotional flooding. New York: Human Sciences Press.
- Powell, T.J. (1990). Social networks and self-help organizations. In T.J. Powell (Ed.). Working with self-help. Silver Springs, MD: NASW Press, 71-90.
- Richards, H.J. (1993). Therapy of the substance abuse syndromes. Northvale, N.J.: J. Aronson.
- Spero, M.H. (Ed.) (1985). Psychotherapy of the religious patient. Springfield, Ill: Thomas.

- Sturdivant, S. (1980). Therapy with women: A feminist philosophy of treatment. New York: Springer.
- Wasserman, H. & Danforth, H.E. (1988). The human bond: Support groups and mutual aid groups. New York: Springer.
- Wurmser, L. (1981) The mask of shame. Baltimore: Johns Hopkins University Press.
- Weeks, G.R. (1982). Paradoxical psychotherapy: Theory and practice with individuals, couples, and families. New York: Brunner/Mazel.

