

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

Course Number:	SW393R2	Instructor's name:	Darlene Grant, Ph.D., LMSW-ACP d.grant@mail.utexas.edu
Unique Number:	61885	Office Number:	SSW 3.130L
Semester:	Fall 2001	Office Phone:	471-0532
Meeting Time/Place:	Tues. 8:30-11:30 a.m. Rm. 2.130	Office Hours:	TBA and By Appointment

**THEORIES & METHODS OF INTERVENTION WITH
INDIVIDUALS**

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

1. Critically evaluate selected contemporary theories and practice techniques utilized by social workers in clinical social work settings.
2. 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, small group discussion, small group (dyad & triad) exercises, audio-visual materials and when possible, selected guest speakers.

Your instructor will use various psychotherapy skill development resources as the basis for in-class exercises meant to assist you in developing/enhancing your micro-practice skills. These resources are listed in the "resource list" presented below.

V. Required and Recommended Texts, and Materials

Required

Brandell, J.R. (1997). Theory and Practice in Clinical Social Work. New York, NY: The Free Press. TEXT

Course reading packet will be made available on e-reserve.

Your choice of one of the following novels is required:

1. Rogers, A. G. (1996). A shining affliction: A story of harm and healing in psychotherapy. New York, NY: Viking Penguin. ISBN 0-140240128.
2. Scholinski, D. (1997). The last time I wore a dress. New York, NY: Penguin Putnam. ISBN I-57322-077-9 (library call number RC560.G455S34 1997).

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. TEXT

Zaro, J.S., Barach, R., Nedelman, D.J., & Dreiblat, I.S. (1977/99). A guide for beginning psychotherapists. New York, NY: Cambridge University Press.

Note: The DSM-IV-R 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.

Blanchard, K. (1996). Empowerment takes more than a minute. New York, NY: MJF Books.

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

Brooks-Harris, J.E., & Gavetti, M.F. (2001). Skill-based psychotherapy integration: A practicum handbook of intermediate microskills. Honolulu, Hawaii: Professional Image.

Byrne, R.H. (1995). Becoming a master counselor: Introduction to the profession. Pacific Grove, CA: Brooks/Cole.

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.

Haney, J.H., & Leibsohn, J. (1999). Basic counseling responses. 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.
- Isaacson, 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.
- Kottler, J.A. (1995). Growing a therapist. San Francisco, CA: Jossey-Bass.
- 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.
- Reamer, F. (1998). Ethical standards in social work: A review of the NASW Code of Ethics. Washington, DC: NASW Press.
- 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 and social work. 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.

All of your work in this class, particularly dyad/triad skill building team work, must be governed by the ethical standards published by NASW including very strict application of the rules governing confidentiality. It is important to familiarize yourself with these standards, and should you encounter any problems or concerns related to these standards please see your instructor immediately.

The focus of this course is on the integration of theoretical knowledge, an understanding of these themes of human functioning, opportunities to practice micro skills, and an understanding that there is a micro intervention that logically fits each theme of human functioning. This focus is hypothesized by your instructor to assist masters level social work students in developing stronger multitheoretical clinical practice skills.

Assignments

Assignment requirements with more in-depth discussion of requirements are discussed at the end of this syllabus, in separate in-class handouts, and in e-reserve documents.

Assignment	Points	Due Date
Novel Paper (5 to 10 pages)	30%	Oct. 16
Triad Skills Paper (8 to 12 pages)	45%	Nov. 20
Fish-Bowl Presentation (summary handout for class in 2 to 3 pages)	20%	Three presentations per date: Oct. 30, Nov. 6, Nov. 13 (and Nov. 20 if necessary)
Participation/ Attendance	5%	Weekly

Evaluation

1. **Theory Integration Using a Novel Paper** (30%). Following a thorough reading of either *A shining affliction* or *The last time I wore a dress*, you are asked to analyze and discuss clinical social work practice theory and skills related to your assessment of actual clinical problems and interventions presented in the novel in 5 to 10 pages.

2. **Triad Therapy Skills Exercise and Reflection Paper** (45%). In this class we will focus on Cognitive, Behavioral, and Psychodynamic therapeutic theory/traditions and micro-skill development. We will consider these theoretical traditions in light of the interaction between five broad themes of human functioning (i.e. the predominate content of what clients present to us during client-therapist interactions) including thoughts, actions, feelings, interpersonal patterns, and culture. Students are encouraged to keep in mind that clinicians typically focus their responses on one or a combination of these human functions at each stage of the therapeutic interaction.

The purpose of this course and the "Triad Therapy Skills" assignments 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. It is further difficult to fully engage students in skill development using "role plays" based on case scenarios that students have "personal" and emotional distance from the content. To resolve this dilemma we will rely on weekly assigned triads in which each member will take turns as the (1) clinician, (2) client, (3) observer.

When functioning in the role of client students are asked to share a fairly innocuous personal issue or problem that they are secure will not cause them significant emotional distress if examined in class. Appropriate topics might include "communication with significant other," "anxiety around school," "communication with a boss, parent or child," unexpressed emotions," "unrealized goal/dream," lack of personal awareness," and/or some existential issue. These are just a few examples. Topics to avoid include "past/present sexual abuse." Your instructor is more than happy to help you access the appropriateness of your "issue(s)" for use in these in-class exercises.

In your paper you are asked to report using one or more "client problem(s) that you explored in your role as client with your triad partners during in-class practice opportunities or your "fish-bowl presentation." *Do not focus on someone else's issue/problem.* This will be tricky, as I am most interested in *your reaction to the role of therapist! What scared you, intrigued you, challenged you, shamed you, angered or excited you during these experiences. What went through your head? What was some of the self talk you were involved in when you were in the role of therapist?* Choose the interaction(s) that was most salient for you. In your 8 to 12 page paper you are asked to:

- (1) assess your beginning understanding and comfort related to the therapeutic framework chosen,
- (2) practice microskills related to the same specific therapeutic tradition/framework,
- (3) assess how you would:
 - (a) proceed in hypothetical sessions using this therapeutic framework, and
 - (b) discuss how you would assess/track client progress, and
- (4) In your paper you should also:
 - (a) identify your strengths, areas for growth,
 - (b) summarize your dyad/triad experience, and

(c) rate (i) the degree you "engaged" in the tasks at hand, and (ii) the utility of the dyad/triad exercises to your learning/skill development, on a scale of 0 to 10, with 0 being zero engagement or utility, and 10 being very high engagement or very high utility.

3. **Triad In-Class "Fish-bowl" Presentation** (20%). After a few weeks of in-class practice, each triad team will take a turn in the "fish bowl" (i.e. in front of the class/center of larger class in circle). Each triad presentation should include:
- (1) a non-rehearsed "therapeutic interaction/session" (i.e. one student taking the role of client presenting a problem that has never before been discussed) related to one of the theoretical/therapeutic traditions discussed in Brandell as agreed to by week two of class;
 - (2) clarification to the class and demonstration of:
 - (a) at least five key therapist responses (including clarifying, playing a hunch, noting a theme, noting a discrepancy, noting a connection, reframing, directing, and self-disclosing)
 - (b) the rationale/intent of the therapist for choosing/using each therapist response. In this class we'll explore three primary therapist rationales: (1) to acknowledge, (2) to explore, and (3) to challenge the client to view her/his situation differently or to take alternative action,
 - (c) the focus the therapist at different points during the "intervention" and why. We will discuss five areas of focus i.e. client response/five broader themes of human functioning: thoughts, actions/behaviors, feelings, interpersonal patterns, and culture and
 - (d) analysis of the client's response; and
 - (3) present a summary of:
 - (a) clinical microskills specifically related to that different tradition (you really can cull these from Brandell's discussions),
 - (b) integrating a summary of how the clinician would consider (assess, explore, enhance, track progress related to, etc.) clients' problem, thoughts, actions, feelings, interpersonal patterns, and culture.

4. **Active In-Class Participation/Attendance** (5%).

Assignments will be evaluated based on evidence of engaging in the learning process, careful writing and systematic, reasoned thought, which shows graduate level depth of consideration of the topic and use of (a) proof-reading, editing, APA style (b) reference to a body of theoretical knowledge, in combination with (c) evidence of a graduate level attempt towards understanding of self and others and (d) student's 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

- 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.
- 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.
- 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.
- 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.
- Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
- 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 Dean of Students at 471-6259, 471-4641 TTY.
- 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.

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Date	Description	Text / Readings “read by date shown”
<p>Session 1</p> <p><i>Tues.</i> Sept. 4--</p>	<p>Overview of Course</p> <p>Syllabus, Assignments, Due Dates, Assigning Micro-Skills Triads</p>	
<p>Session 2</p> <p><i>Tues.</i> Sept. 11 --</p>	<p>Ethics, Values and Legal Issues in Social Work Practice</p> <p>Triads hand in sheet re: members and theoretical focus of "fish bowl presentation"</p>	<p>Brandell, Introduction</p> <p>Dean, R., & Rhodes, M. (1992). Ethical-clinical tensions in clinical practice. (in LRC)</p> <p>Freeman, S. J. <u>Ethics</u>, Chapters 10 & 12</p> <p>Reamer, F. <u>Ethical Standards in Social Work: A review of the NASW Code of Ethics</u></p> <p>Saltzman, A. & Furman, D. <u>Law in Social Work Practice</u>, Chap. 14</p>

<p>Session 3 <i>Tues.</i> Sept. 18--</p>	<p>General Psychotherapy Theory and Micro-Skills Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Rating your beginning skill level/survey 3. Identifying (1) clinical markers/client info/behavior that may indicate which micro-skill/focus to use 4. Triad practice opportunity <ul style="list-style-type: none"> (a) Fish bowl examples with instructor (b) All triads practice skills 	<p>Haney, J.H., & Leibsohn, J. <u>Basic counseling responses</u>, pp. 1-43, e-reserve & LRC.</p> <p><i>It's critical that you have this read for this class session</i></p>
<p>Session 4 <i>Tues.</i> Sept. 25--</p>	<p>Cognitive Psychotherapy Theory and Microskills Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Rating your beginning skill level/survey 3. Identifying (1) clinical markers/client info/behavior that may indicate which micro-skill/focus to use, and (2) client's primary in-session focus (thoughts, actions, feelings, interpersonal patterns, culture) 4. Triad practice opportunity <ul style="list-style-type: none"> (a) Fish bowl example with instructor (b) All triads practice skills 	<p>Brandell, Chapter 2, Behavioral & Cognitive Theories, Chapter 7, Cognitive-Behavioral Therapy with Adults.</p> <p>Bloom, B.L. (1992). Beck's cognitive restructuring therapy. <u>In</u> Bloom (chpt. 15). (LRC)</p> <p>Perris, C. Cognitive Psychotherapy and Anxiety Disorders</p> <p>Lantz, J. (1996). Cognitive theory and social work treatment. <u>In</u> Turner text (chpt. 5).</p> <p>Systems theory and social work treatment. <u>In</u> Turner text (chpt. 25), (in LRC)</p>

<p>Session 5 <i>Tues.</i> Oct. 2--</p>	<p>Behavioral Psychotherapy Theory and Microskills Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Rating your beginning skill level/survey 3. Identifying (1) clinical markers/client info/behavior that may indicate which micro-skill/focus to use, and (2) client's primary in-session focus (thoughts, actions, feelings, interpersonal patterns, culture) 4. Triad practice opportunity <ul style="list-style-type: none"> (a) Fish bowl example with instructor (b) All triads practice skills 	<p>Brandell, Chapter 2, Behavioral & Cognitive Theories, Chapter 7, Cognitive-Behavioral Therapy with Adults.</p> <p>Thomlison, B., & Thomlison, R.J. (1996). Behavior theory and social work treatment. <u>In</u> Turner text (chpt. 3).Andreae, D. (1996).</p> <p>Brooks-Harris & Gavetti, <u>Skill-based psychotherapy integration</u>, excerpt on e-reserve/handout.</p>
<p>Session 6 <i>Tues.</i> Oct. 9</p>	<p>Psychodynamic Psychotherapy Theory and Micro-Skill Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Rating your beginning skill level/survey 3. Identifying (1) clinical markers/client info/behavior that may indicate which micro-skill/focus to use, and (2) client's primary in-session focus (thoughts, actions, feelings, interpersonal patterns, culture) 4. Triad practice opportunity <ul style="list-style-type: none"> (a) Fish bowl example with instructor (b) All triads practice skills 	<p>Hallam, R. Counseling for Anxiety Problems</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>Brooks-Harris & Gavetti, <u>Skill-based psychotherapy integration</u>, excerpt on e-reserve/handout.</p>

<p>Session 7 <i>Tues.</i> Oct. 16--</p>	<p>Overlay of Multi-Cultural Psychotherapy Theory and Micro-Skill Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Rating your beginning skill level/survey 3. Identifying (1) clinical markers/client info/behavior that may indicate which micro-skill/focus to use, and (2) client's primary in-session focus (thoughts, actions, feelings, interpersonal patterns, culture) 4. Triad practice opportunity <ul style="list-style-type: none"> (a) Fish bowl example with instructor (b) All triads practice skills <p style="text-align: center;"><i>NOVEL ASSIGNMENT DUE</i></p>	<p>Byrne, R.H., <u>Becoming a master counselor</u>, pp. 257-258, e-reserve/handout.</p> <p>Brooks-Harris & Gavetti, <u>Skill-based psychotherapy integration</u>, excerpt on e-reserve/handout.</p>
<p>Session 8 <i>Tues.</i> Oct. 23--</p>	<p>NO FORMAL CLASS Day for Preparation of Triad Presentations</p>	
<p>Session 9 <i>Tues.</i> Oct. 30--</p>	<p>Triad Fish bowl Presentations</p>	<p>Brandell, Chapter 13, The challenge of clinical work with survivors of trauma</p> <p>Existential/Logo therapies, e-reserve reading, to be announced</p>
<p>Session 10 <i>Tues.</i> Nov. 6--</p>	<p>Triad Fish bowl Presentations</p>	<p>Brandell, Chapter 19, Time-sensitive clinical social work practice</p> <p>Solution Focused therapy, e-reserve reading, to be announced</p>

<p>Session 11</p> <p><i>Tues.</i> Nov. 13--</p>	<p>Triad Fish bowl Presentations</p>	<p>Brandell, Chapter 19, Time-sensitive clinical social work practice</p>
<p>Session 12</p> <p><i>Tues.</i> Nov. 20--</p>	<p><i>Triad Paper Due</i></p> <p><i>Course/Instructor Evaluation</i></p>	<p>Brandell, Chapter 23, Clinical social work in psychiatric rehabilitation</p>
<p>Session 13</p> <p><i>Tues.</i> Nov. 27--</p>	<p>NO FORMAL CLASS SESSION</p>	
<p>Session 14</p> <p><i>Tues.</i> Dec. 4--</p>	<p>Closure/Wrap-up</p>	<p>TBA Check e-reserve</p>

How to Find Electronic Reserves

1. Go to <http://reserves.lib.utexas.edu/courseindex.asp>.
2. Find your course:
 - a. Browse by department or instructor, OR
 - b. Search by course, department, instructor, document title or document author
3. Click on the course name.
4. A screen will appear with the course name at the top, a box for the course password and a copyright statement.
5. Type in the password.
(Note: Your instructor will have given you the password. If you do not know it, contact your instructor.)
6. Read the copyright statement and click on "accept" or "decline."
(Note: If you decline, you will not be given access to the reserves material.)
7. A screen will appear listing the electronic reserve items for your course. To access any item, click on it to launch it in another window.
8. When you are through, be sure to close the browser or go to another web site to protect course materials.

INTEGRATIVE PAPER USING A NOVEL ASSIGNMENT

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

1. Rogers, A. G. (1996). A shining affliction: A story of harm and healing in psychotherapy. New York, NY: Viking Penguin. ISBN 0-140240128.
2. Scholinski, D. (1997). The last time I wore a dress. New York, NY: Penguin Putnam. ISBN I-57322-077-9 (library call number RC560.G455S34 1997).

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 aware of 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.)

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).
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SW393R2 Theories & Methods of Intervention with Individuals
Self-Assessment of Micro-Skills for Clinical Practice
Week 1 Introduction to the Course

1. When you state that you want to develop your clinical practice skills, what do you mean?

2. List 5 general interviewing skills that you feel comfortable using at this time:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

3. What approach to skill development has been most effective for you in the classroom setting prior to taking this SW393R2 course?

4. What approach to skill development has been most ineffective for you in the classroom setting prior to taking this SW393R2 course?

5. How clear are you about the "structure" of the 50 minute therapeutic hour?

6. How would you "open" a session with a new client? Please provide one or more example "openings."

7. When you ask a client a question or otherwise respond to something a client says , are you generally clear about the "purpose" and function of your question and/or response? If yes, please provide an example.

8. Have you had practice explaining what "therapy" is to clients? How would you explain what therapy is to a new client?

9. What is "The Miracle Question?" How does the Miracle Question work? What theoretical framework does this "technique" come from? What type of therapeutic tool is it? How would you know if this technique was effective with a specific client?