

**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:	62650	Office Number:	SSW 3.130L
Semester:	Fall 2002	Office Phone:	471-0532
Meeting Time/Place:	Thurs. 11:30- 2:30 a.m. Rm. 2.118	Office Hours:	Thurs., 9:00-11:00 a.m. 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

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

Williams, J.B.W., & Ell, K. (1998). Advances in Mental Health Research: Implications for Practice. Washington, DC: NASW Press. TEXT

Course readings are also available in the LRC. Required LRC readings will be highlighted by your instructor.

Your choice of one of the following novels is also 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. Menaker, D. (1999). The treatment. New York, NY: Simon & Shuster. ISBN 0671032631.

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., & Dreiblatt, 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.

VI. Course Requirements

Greatest value will be attained by completing the assigned reading before each class session. 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 class sessions. Student's questions and comments provide the instructor an important assessment tool for whether or not readings are useful and being completed outside of class.

All of your work in this class, particularly 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 continue 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 and empirical knowledge, an understanding of the themes of human functioning, the honing of 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 and in separate in-class handouts. Course information will also be shared via BLACKBOARD, thus students are encouraged to have current e-mail address listings with the university.

Assignment	Points	Due Date
Novel Paper (5 to 10 pages)	15%	Sept. 26
Take-Home Mid-Term	20%	Distributed 10/10, Due 10/24
Tx with the Experts/Triad Skills Paper (8 to 12 pages)	20%	Nov. 21
Tx with the Experts/Triad Skills Video/Presentation (summary handout for class in 1 to 2 pages)	15%	Three/Four presentations per date: Oct. 31, Nov. 14, Nov. 21 (and Dec. 5 if necessary)

Final Exam (In-Class, During Final Exam Period)	25%	TBA
Participation/ Attendance	5%	Weekly

Evaluation

- 1. Theory Integration Using a Novel Paper (15%).** Following a thorough reading of either *A shining affliction* or *The treatment*, 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. The purpose of this assignment is to hone in on the course objectives of critical evaluation of practice techniques, analysis of ethical issues and personal values, and the skills of assessment and intervention design—areas you should specifically address in your paper. The article: Miliora, M.T. (1996) A self psychological study of dehumanization in Eugene O’Neill’s The Hairy Ape, *Clinical Social Work Journal*, 24(4), has been placed in the LRC as an excellent example of a social practitioner explicating practice theory and skills using a novel.
- 2. Take-Home Mid-Term Exam (20%).** Most students will be taking the clinical licensure exam for their state within the first year after graduating. One of the goals of this course is to help you achieve your goal of passing the exam by providing the motivation and tools you will need. Review of a data base of state and national “practice” licensure exams has provided us a guide for reviewing and compiling course materials into licensure style exam questions. **Questions on the Take-home Mid-Term will focus on materials covered during weeks 1 through 7 in this course** (i.e. micro-skills, ethics, cognitive theory and practice, depression and it’s treatment, cognitive behavioral theory and practice, and psychodynamic (object relations) theory and practice. Your texts, handouts, and LRC resource readings may be used to complete this multiple choice question exam.
- 3. Tx with the Experts/Triad Therapy Skills Reflection Paper (20%).** 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 sure 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.

4. Tx with the Experts Triad Skills Video/Class Presentation (15%). At the beginning of the semester students are asked to sort themselves out into teams of three. The specific goal of this assignment is for students to demonstrate an ability to design, assess, and intervene with a client problem. Students will have frequent in-class practice with the instructor and in your small teams, (including in front of the class/center of larger class in circle). Each triad presentation should be designed along the lines of the "Psychotherapy with the Experts Video series" as shown in class, and available in the LRC...Presentations should include:

- (1) a "therapeutic interaction/session" (i.e. one student taking the role of client presenting a problem that will not totally unravel the student)
- (2) students will clarify the instructor approved theoretical focus of the intervention related to one of the theoretical/therapeutic traditions discussed in Brandell;
- (2) clarification to the "audience" and demonstration of:

- (a) at minimum ten key therapist responses (including clarifying, playing a hunch, noting a theme, noting a discrepancy, noting a connection, reframing, directing, and self-disclosing), each of which is discussed in the closing discussion of the experts at the end of the video
 - (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.

*Students should note that your instructor has viewed all 13 Psychotherapy with the Experts videos. A verbatim or other reproduction of what has already been done is discouraged.

5. Final Exam (25%) Questions on the Final Exam will focus on materials covered during weeks 9 through 7 in this course (i.e. micro-skills, multi-cultural psychotherapy theory and practice, solution focused therapy theory and practice, working with people with substance problems and criminal justice involvement, and therapeutic closure theory and practice. No texts nor articles will be permitted during this exam. Students are encouraged to distill their notes on the above listed subjects into a 10 page (max) exam guide which should be attached to the exam when submitted. Students' exam guide may be used to complete this multiple choice question final exam.

5. 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?

Final Grades

A total of 100% maybe earned for the above activities. Grades will be assigned as follows:

90-100 A
80-89 B
70- 79 C
69- below No Pass

90-100 A = Significantly exceeds assignment/performance expectations (evidence of critical thinking and analysis that resulted in work additional to that laid out in the assignment directions);

80-89 B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis (i.e. coherence and integration of ideas);

70-79 C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis;

69- below No Pass = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis.

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.
- 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.

SW393R2 Theories & Methods of Intervention with Individuals Fall 2001

Date	Description	Text / Readings “read by date shown”
<p>Session 1</p> <p><i>Thurs.</i> August 29-</p>	<p>Overview of Course</p> <p>Syllabus, Assignments, Due Dates, Assigning Micro-Skills Triads</p> <p>Video: Psychotherapy with the Experts: Feminist Therapy</p>	<p>Turner, F.J. (1995). <i>Social Work Practice: Theoretical Base.</i> (in LRC)</p>
<p>Session 2</p> <p><i>Thurs.</i> Sept. 5 --</p>	<p>Ethics, Values and Legal Issues in Social Work Practice: The role of empirically based practice</p> <p>Triads hand in sheet re: members and theoretical focus of "fish bowl presentation"</p>	<p>Brandell, Introduction</p> <p>Williams & Ell, Chapter 1, Epidemiology of Mental Disorders</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>Thurs.</i> Sept. 12--</p>	<p>General Psychotherapy Theory and Micro-Skills Development: Use of Self</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Depression and Anxiety Disorders. Identifying (1) clinical markers/client info/behavior that may indicate which micro-skill/focus to use 3. Triad practice opportunity <ol style="list-style-type: none"> (a) Fish bowl examples with instructor (b) All triads practice skills 	<p>Williams & Ell, Chapter 2, Classification and Diagnostic Assessment</p> <p>Haney, J.H., & Leibsohn, J. <u>Basic counseling responses</u>, pp. 1-43, LRC.</p> <p>Edwards, J. K., & Bess, J. M. (1998). Developing effectiveness in the therapeutic use of self. <u>Clinical Social Work Journal</u>, <u>26</u>(1), 89-105. (in LRC)</p> <p>Coady, N. F., & Wolgien, C. S.(1996). Good therapists' views of how they are helpful. <u>Clinical Social Work Journal</u>, <u>24</u>(3), 311-322. (in LRC)</p> <p>Ellis, A. (1998). My philosophy of psychotherapy. Albert Ellis Institute Pamphlet. http://www.rebt.org/essays/july98essay.html. (in LRC)</p>
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<p>Session 4 <i>Thurs.</i> Sept. 19--</p>	<p>Cognitive Psychotherapy Theory and Microskills Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Depression and Anxiety Disorders (focus on gender differences). 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 <ol style="list-style-type: none"> (a) Fish bowl example with instructor (b) All triads practice skills <p>Video: Dead Blue: Surviving Depression --18 million people in the United States suffer the sadness, despair, hopelessness and suicidal thoughts that depression can bring. Along with their families and friends, "60 Minutes" correspondent Mike Wallace, psychologist Martha Manning and author William Styron describe their struggles with clinical depression in this HBO video. Director Eames Yates. Closed captioned.</p>	<p>Brandell, Chapter 2, Behavioral & Cognitive Theories, Chapter 7, Cognitive-Behavioral Therapy with Adults.</p> <p>Williams & Ell, Chapter 10, Short-term Treatment Models, Methods, Research</p> <p>Bloom, B.L. (1992). Beck's cognitive restructuring therapy. <i>In</i> Bloom (chpt. 15). (LRC)</p> <p>Perris, C. Cognitive Psychotherapy and Anxiety Disorders</p> <p>Lantz, J. (1996). Cognitive theory and social work treatment. <i>In</i> Turner text (chpt. 5).</p> <p>Systems theory and social work treatment. <i>In</i> Turner text (chpt. 25), (in LRC)</p> <p>Beck, A. T. (1991). Cognitive Therapy: A 30-Year Retrospective. <i>American Psychologist</i>, <i>46</i>(4), 368-375. (in LRC)</p> <p>Hollon, S. D., Shelton, R. C., & Davis, D. D. (1993). Cognitive therapy for depression: conceptual issues and clinical efficacy. <i>Journal of Consulting and Clinical Psychology</i>, <i>61</i>(2), 270-275. (in LRC)</p> <p>Hurst, S. A., Genest, M. (1995). Cognitive-behavioural therapy with a feminist orientation: A perspective for therapy with depressed women. <i>Canadian Psychology</i>, <i>36</i>(3), 236-257. (in LRC)</p>
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<p>Session 5 <i>Thurs.</i> Sept. 26--</p>	<p>Behavioral Psychotherapy Theory and Microskills Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Depression and Anxiety Disorders. 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) 3. 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;">NOVEL PAPER DUE</p>	<p>Brandell, Chapter 2, Behavioral & Cognitive Theories, Chapter 7, Cognitive-Behavioral Therapy with Adults.</p> <p>Williams & Ell, Chapter 3 and 4, Mood and Anxiety Disorders</p> <p>Thomlison, B., & Thomlison, R.J. (1996). Behavior theory and social work treatment. <u>In</u> Turner text (chpt. 3). Andrae, D. (1996).</p> <p>Hallam, R. (1992). <u>Counseling for anxiety problems</u>. Newbury Park, CA: SAGE.</p>
<p>Session 6 <i>Thurs.</i> Oct. 3</p>	<p>Psychodynamic Psychotherapy Theory and Micro-Skill Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Borderline Disorder. 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) 3. Triad practice opportunity <ul style="list-style-type: none"> (a) Fish bowl example with instructor (b) All triads practice skills 	<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>Greenson, R. R. (1974). Psychoanalytic technique. In R. R. Greenson (Ed.) <u>Handbook of Psychiatry</u>.</p>
<p>Session 7 <i>Thurs.</i> Oct. 10--</p>	<p>Psychodynamic Psychotherapy Theory and Micro-Skill Development: continued</p> <p style="text-align: center;">TAKE-HOME MID-TERM DISTRIBUTED</p>	<p>Byrne, R.H., <u>Becoming a master counselor</u>, pp. 257-258, handout.</p> <p>Fox, H. (1996). Projective Identification in Object Relations theory. http://www.object-relations.com.</p>

<p>Session 8</p> <p>Thurs. Oct. 17--</p>	<p style="text-align: center;">NO FORMAL CLASS</p> <p style="text-align: center;">Day for Preparation for Triad Presentations</p>	
<p>Session 9</p> <p>Thurs. Oct. 24--</p>	<p>Overlay of Multi-Cultural Psychotherapy Theory and Micro-Skill Development: The role of Gender, Age, Race, Religion, GLBT in Clinical Practice</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. 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) 3. 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;">TAKE-HOME MID-TERM DUE</p>	<p>Brandell, Chapter 13, The challenge of clinical work with survivors of trauma</p> <p>Sermabeikian (1994). Our clients, ourselves: The spiritual perspective and social work</p> <p>Other readings TBA</p>

<p>Session 10</p> <p>Thurs. Oct. 31--</p>	<p>Psychotherapy with the Experts/Triad Presentations</p> <p>Solution Focused Therapy Theory and Micro-Skill Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. Working with Substance Abusing & Criminal Justice Involved Clients. 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) 3. Triad practice opportunity <ul style="list-style-type: none"> (a) Fish bowl example with instructor (b) All triads practice skills 	<p>Brandell, Chapter 19, Time-sensitive clinical social work practice</p> <p>Williams & Ell, Chapter 10 and 11, Short-term Treatment (review)</p> <p>Dermer, S. B., Hemesath, C. W., & Russell, C. S. (1998). A feminist critique of solution-focused therapy. <u>American Journal of Family Therapy</u>, <u>26</u>(3), 239-250.</p> <p>Kok, C. J., & Leskela, J. (1996). Solution-Focused therapy in a psychiatric hospital. <u>Journal of Marital and Family Therapy</u>, <u>22</u>(3), 397-406.</p> <p>Lindfors, L., & Magnusson, D. (1997). Solution-focused therapy in prison. <u>Contemporary Family Therapy</u>, <u>19</u>(1), 89-103</p> <p>Molnar, A., & De Shazer, S. (1987). Solution-Focused therapy: Toward the identification of therapeutic tasks. <u>Journal of Marital and Family Therapy</u>, <u>13</u>(4), 349-358.</p>
<p>Session 11</p> <p>Thurs. Nov. 7--</p>	<p>No Formal Class (NASW-TX)/Fish bowl Triads meet to organize Presentations</p>	<p>Brandell, Chapter 19, Time-sensitive clinical social work practice</p>
<p>Session 12</p> <p>Thurs. Nov. 14--</p>	<p style="text-align: center;"><i>Triad Paper Due</i></p> <p>Psychotherapy with the Experts/Triad Presentations</p> <p style="text-align: center;"><i>Course/Instructor Evaluation</i></p>	<p>Brandell, Chapter 23, Clinical social work in psychiatric rehabilitation</p> <p>Williams & Ell, Chapter 5, 11 and 12, Schizophrenia, Advances in Psychopharmacology, and Psychoeducation and Severe Mental Illness</p>

<p>Session 13</p> <p><i>Thurs.</i> Nov. 21--</p>	<p>Psychotherapy with the Experts/Triad Presentations</p> <p>Termination Theory and Micro-Skill Development:</p> <ol style="list-style-type: none"> 1. Review of skills (handout) 2. 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) 3. 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;">TRIAD PAPER DUE</p>	<p>Williams & Ell, Chapter 15, Community-based Treatment</p>
<p><i>Thurs.</i> Nov. 28</p>	<p>THANKSGIVING HOLIDAY</p>	
<p>Session 14</p> <p><i>Thurs.</i> Dec. 5--</p>	<p>Closure/Wrap-up</p>	<p>TBA</p>
<p>TBA</p>	<p>Final Exam</p>	<p>10-page Exam Guide Developed by Student, Comprised of Class Notes/Notes on Readings</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. Menaker, D. (1999). The treatment. New York, NY: Simon & Shuster. ISBN 0671032631.

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 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

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Chemical Dependence/Substance Abuse Focused Readings

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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 clinical practice skills that you feel comfortable using at this time:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

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?