



Fall 2019

Course Number: SOWK 610.03 S01	Classroom: TRA 101 (trailer next to Werklund)
Course Name: Clinical Practice with Individuals	
Day & Time: Thursdays, 9:00am-12:00pm MT	

Instructor: Monica Sesma, PhD, RSW	Office Hours: by appointment
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COURSE OUTLINE

Syllabus Statement

In this course we will concentrate on what works in helping clients achieve individual change by critically studying and practicing the major approaches used as well as having students develop their own style of engaging with clients and creating the environment for relief and movement toward preferred ways of living with others. We will include learning to speak to the discourses and (in)justices that contribute to keeping problems in place as well as ways to study one's own clinical work with individuals.

Course Description

The primary focus we hold for this course is to learn about the theories of working with individuals who are experiencing mental health concerns and what makes each theory useful, to come to know ways to influence change when working with individuals across a variety of problem areas, and to offer you many opportunities to practice therapeutic facilitation.

Course Learning Objectives (CLOs)

1. Learn the theory that undergirds effective individual facilitation toward transformation and change.
2. Learn the common as well as specific types of questions that could be used in exploring various problem areas with varying populations.
3. Facilitate individual conversations (including cultural dimensions) toward personal and interpersonal change.

Relationship to Other Courses

Clinical Practice with Individuals fits in with the continuing series of the Clinical Practice courses designed for social workers to develop the understandings and skills for Advanced Clinical Practice as part of the Clinical Social Work Specialization.

Course Text & Required Readings

There is no textbook. There are a very select set of required readings and videos listed below. The remainder of the course text will come from your practicum clinical sessions, your recorded partner practice sessions, and your group research.

Required Readings

- Andersen, T. (1996). Language is not innocent. In F. W. Kaslow (Ed.), *Handbook of relational diagnosis and dysfunctional family patterns* (pp. 119-125). New York, NY: John Wiley & Sons. [available on D2L]
- Bavelas, J. B. (2004). [*An analysis of formal apologies by Canadian churches to First Nations*](#) [Retrieve online, this is a live link]
- Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 137-145. doi:[10.1037/0022-0167.52.2.137](https://doi.org/10.1037/0022-0167.52.2.137) [Retrieve online from the library] <https://bit.ly/2O16t5w>
- van der Meiden, J., Noordegraaf, M., & van Ewijk, H. (2018). Relational ethics as enrichment of social justice: Applying elements of contextual therapy to social work. *Qualitative Social Work*, 0(0), 1-17. [Go to *Qualitative Social Work* online first to retrieve this article.] <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325018800383>
- Wulff, D., & St. George, S. (2011). Family therapy with a larger aim. In S. Witkin (Ed.), *Social construction and social work practice: Interpretations and innovations* (pp. 211-239). New York, NY: Columbia University Press. [a local and small scale way of inserting social justice]. Retrieve from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=226&docID=908964&tm=1544126929840>

Videos

- Anna Maria Tremonti on George Stroumboulopoulos Tonight: INTERVIEW found at <https://www.youtube.com/watch?v=-ZeD3lhDnuU> and we can use this as prompt as well.
- Celeste Headlee – “Ten Ways to Have a Better Conversation found at https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation/discussion

Class Schedule

Class Date	Class Activity—Focus and Practice	Preparation/Assignment
September 12	<p>Focus: Introductions</p> <p>Focus: Elements of a good interview</p> <p>Focus: Elements of a good therapeutic interview bringing in learnings from the Advanced Social Work Practice Cluster</p> <p>Practice: Interview a partner to come to know them</p> <p>Practice: Set up groups so you can work ahead</p> <p>Practice: Demonstration</p> <p>Focus: More elements of a good interview—discussion from videos</p> <p>Focus: Advanced Interview Skill of “What is problematic?” and “How it is problematic?”</p> <p>Focus: Assessing and setting the problem in a do-able way</p> <p>Focus: Attention to cultural particularities</p> <p>Practice: Developing five different ways to ask these “What?” and “How?” questions</p> <p>Practice: Practicing these with a partner and accomplishing this in 10 minutes</p>	<p>Watch the Anna Maria Tremonti and Celeste Headlee videos</p> <p>Assignment due: Key learnings and reflection photo 1 on D2L</p>
September 19	<p>Focus: Establishing hope</p> <p>Focus: Characteristics of language</p> <p>Focus: Generative questions for assessing and intervening</p> <p>Focus: Use of the self of the clinician; attending to personal disclosure</p>	<p>Read Tom Andersen (1996) Chapter</p> <p>Assignment due: Key learnings and reflection photo 2 on D2L</p>
September 26	<p>Focus: Ethics</p>	<p>Read van der Meiden et al. (2018) article</p>

	<p>Focus/Practice: Interviewing practice with individuals and Families with all 4 teachers (morning and afternoon)</p> <p>Focus/Practice: Demonstrations plus “as if” listening and reflecting processes</p> <p>Practice: Partner practice with a prepared scenario</p>	<p>Assignment due: Key learnings and reflection photo 3 on D2L</p>
October 3	<p>Focus: Listening for social justice talk in a clinical interview</p> <p>Practice: Partner practice Session 2 (follow-up from last week), noticing and responding to social justice talk</p>	<p>Read Wulff and St. George (2011) Chapter</p> <p>Assignment due: Process Recording 1</p> <p>Assignment due: Key learnings and reflection photo 4 on D2L</p>
October 10	<p>No Class</p> <p>Practice: Use this week off to produce a 20-minute video recording of an interview that is problem-focused with a learning partner using your best interviewing skills</p> <p>Practice: Use this week off to continue working in your “models” group</p>	<p>Work on Video Recording 1 Due October 17</p>
October 17	<p>Focus: More on languaging</p> <p>Focus: Eliciting feedback from clients</p> <p>Focus: Sharing your questions and refining them (eliminate any evaluation and stress the joint nature of the therapeutic work)</p> <p>Practice: In partners with a prepared scenario, conduct a short interview using all skills so far and ending with the feedback questions</p>	<p>Design 7 questions that you could use to ask for feedback— not evaluation but feedback on the joint process of working together.</p> <p>Assignment Due: Video Recording 1</p> <p>Assignment due: Key learnings and reflection photo 5 on D2L</p>
October 24	<p>Focus: Advanced skills of creative languaging (metaphors, exemplars, humor, interrupting and persistence)</p> <p>Practice: Share your creative languaging in large group</p>	<p>Listening in your sessions for creative languaging on the part of your clients—record these (in writing) and prepare to share three of these in large group</p>

	Practice: Partner practice attending to creative languaging	Assignment due: Key learnings and reflection photo 6 on D2L
October 31	<p>Focus: Going deeper by going wider, becoming more efficient</p> <p>Focus: Refining questions</p> <p>Practice: Demonstration</p> <p>Practice: Session 1 (using one of your clients' situations) with observer/coach</p>	<p>Assignment due: Process Recording 2 (Part 1) of 10 minutes segment in which you demonstrate your best questions and movement as demonstrated by the client's responses and (Part 2) of the feedback questions you ask and the responses.</p> <p>Assignment due: Key learnings and reflection photo 7 on D2L</p>
November 7	<p>Focus: Discussion on meaning and on diagnosis</p> <p>Focus: Practice Sessions 2, and 3.</p> <p>Focus: Reflecting on practice</p>	<p>Read Polkinghorne (2005) article</p> <p>Assignment due: Key learnings and reflection photo 8 on D2L</p>
November 14	No Class—Fall Break	
November 21	<p>Focus: Groups 1 and 2 offer a 30-minute learning sharing of an individual model of clinical work</p> <p>Practice: Try some of the new questions in partner work, Session 4 and note the fit for you.</p>	<p>Each group presents their chart (with proper and accurate APA references):</p> <p>Group 1: CBT Group 2: DBT Group 3: Narrative Group 4: Solution-focused</p> <p>Assignment due: Key learnings and reflection photo 9 on D2L</p>
November 28	<p>Focus: Groups 3 and 4 offer a 30-minute learning sharing of an individual model of clinical work</p> <p>Practice: Try some of the new questions in partner work, Session 5 and note the fit for you.</p>	<p>Assignment due: Video Recording 2</p> <p>Assignment due: Key learnings and reflection photo 10 on D2L</p>
December 5	Practice: Final Reflections	Assignment due in-class: Group Presentations (Group Research and Learning Sharing)

Assignments and Grades

Program Learning Outcomes = PLOs (see umbrella outline)

Specialization Learning Outcomes = SLOs (see umbrella outline)

Course Learning Outcomes = CLOs

Participation and Key Learnings (40%)

It is important to use class time to develop practice skills/behaviors through the variety of forms of participation available (individual, pairs, trios, small groups, whole class). This is not simply about quantity (although regular participation is vital), but about consistent engagement and contribution to the group's progress. This is about adding to the learning of fellow classmates as much as you attend to your own learning.

Apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, consider ways you could add to the class upon your return.

At the end of the class, you will be asked to write down your most significant key learnings. You will take a photo of these reflections on participation and key learnings (any format and style, for example, you can use bullet points) and submit the photo via D2L.

Each photo with reflections and key learnings is worth 4 points. You will submit 10 (all classes, except October 10, November 14 and December 5, 2019).

Process Recording 1 (10%) – Due Date: October 3, 2019 by 11:59 pm MT

Select the 5-6-minute segment (or perhaps non-sequential segments) of a clinical session from practicum in which you demonstrate setting the problem in a do-able way and establishing hope. Transcribe this segment and in comment boxes on the side, note the exact places in which you are setting the problem deliberately (give your rationale) and jointly to make it do-able and workable, and similarly note the talk that is hope-filled. As you analyze your transcript, please insert in comment boxes alternative wordings or suggestions for yourself. Upload on Word Doc on D2L.

Meets

PLOs #1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 5.1, 6.3, 8.2, 9.1, 9.2, 9.3, 9.5

SLOs #1, 2

CLOs #1, 2, 3

Video Recording 1 (15%) - Due Date: October 17, 2019 by 11:59 pm MT

After recording, pick a 5-6-minute portion to transcribe and analyze (emphasis here) using comments boxes. Then exchange with your learning partner. Learning partners are to comment both on the conversational exchange and on the comments. Return to your partner. All transcriptions and analyses are to be uploaded (Word Doc) onto D2L by October 17.

Meets

PLOs #1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 5.1, 6.3, 8.2, 9.1, 9.2, 9.3, 9.5

SLOs #1, 2, 3, 5

CLOs #1, 2, 3

Process Recording 2 (in two parts) (10%) - -- Due Date: October 31, 2019 by 11:59 pm MT

(Part 1) Select a 10-minute segment from practicum in which you demonstrate your best questions and describe the movement as demonstrated by the client's responses.

(Part 2) Include and analyze the feedback questions you asked and the quality and utility of the responses you received.

Transcribe these segments and in comment boxes on the side note the exact places in which you are setting the problem deliberately (give your rationale) and jointly to make it do-able and workable, and similarly note the talk that is hope-filled. As you analyze your transcript, please insert in comment boxes alternative wordings or suggestions to yourself. Upload on Word Doc on D2L.

Meets

PLOs #1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 5.1, 6.3, 8.2, 9.1, 9.2, 9.3, 9.5

SLOs #1, 2, 3, 4

CLOs #1, 2, 3

Video Recording 2 (15%) - Due Date: November 28, 2019 by 11:59 pm MT

Produce a 20-minute video recording of an interview that is problem-focused with a learning partner using your best interviewing skills.

After recording, pick a 5-6-minute portion to transcribe and analyze (emphasis here) using comments boxes. Then exchange with your learning partner. Learning partners are to specifically comment both on the conversational exchange and on the comments with respect to all of the dimensions we have been studying. Return to your partner. All transcriptions and analyses are to be loaded onto D2L by November 28.

Meets

PLOs #1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 5.1, 6.3, 8.2, 9.1, 9.2, 9.3, 9.5

SLOs #1, 2, 3, 5

CLOs #1, 2, 3

Group Research and Learning Sharing (10%) - Due Date: December 5, 2019 in-class and D2L

The purpose of this research and sharing is to learn how to examine a model but not to become an expert in it.

Each group is to find materials to answer these questions and present them in a chart (with proper APA references):

1. Who are the main proponents of this model and what are their main written works?
2. What are the philosophical underpinnings and theoretical groundings for this model (e.g., what are the prevailing presumptions about human behavior and origin/explanation of mental health problems)?
3. What is the therapeutic goal for using this model?
4. What is the role/position of the clinician?
5. What are the main characteristics of the conversational exchange and the primary questions used?
6. How does it advance a focus on social justice in the clinical interview?

In addition, each student will submit individually the same chart on D2L. Please include a cover letter with all the names of the students in your group.

Meets

PLOs #1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 5.1, 6.3, 8.2, 9.1, 9.2, 9.3, 9.5

SLOs #2, 5, 6

CLOs #1, 2, 3

A note about how I grade: I am very sensitive to minimal effort as I do not believe there is room for that in social work as we are working with people and their lives. Therefore, I expect clear and direct language that is grammatically correct. I can appreciate challenging writing and talk, but not tactless or insensitive talk. In terms of timing, I expect timely work and in terms of APA, I expect it to be impeccable, so please look up and adhere to APA formatting and submit your assignments on time. I expect collegial interaction, full and accurate work, and I will ask you to redo anything that does not meet these expectations. No feedback will be provided on drafts.

Recommended Readings

- Denborough, D. (2014). *Retelling the stories of our lives: Everyday narrative therapy to draw inspiration and transform experience*. New York, NY: Norton.
- deShazer, S., & Dolan, Y. (2013). *More than miracles: The state of the art of solution-focused brief therapy*. New York, NY: Routledge.
- Dimeff, L. A., & Koerner, K. (Eds.). (2007). *Dialectical behavioral therapy in clinical practice*. New York, NY: Guilford.
- Dobson, D., & Dobson, K. S. (2017). *Evidence-based practice of cognitive-behavioral therapy* (2nd ed.). New York, NY: Guilford.
- Dobson, K. S., & Dozois, D. J. A. (Eds.). (2019). *Handbook of cognitive-behavioral therapies* (4th ed.). New York, NY: Guilford.
- Duvall, J., & Beres L. (2011). *Innovations in narrative therapy: Connecting practice, training, and research*. New York, NY: Norton.
- Hofmann, S. G., Asnaani, A., Vonk, I. J. J., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive behavioral therapy: A review of meta-analyses. *Cognitive Therapy and Research*, 36, 427-440. <https://doi.org/10.1007/s10608-012-9476-1>
<https://bit.ly/2GG15t2>

Ratner, H., George, E., & Iveson, C. (2012). *Solution focused brief therapy: 100 key points and techniques*. New York, NY: Routledge.

Swales, M. A. (2019). (Eds). *Dialectical behaviour therapy*. Oxford, UK: Oxford University Press.

<https://positivepsychologyprogram.com/cbt-cognitive-behavioral-therapy-techniques-worksheets/#cbt-worksheets>

Many videos can also be found online