COURSE TITLE/SECTION: SOCW 7397 (26281) Transtheoretical Social Work Practice: Brief Targeted Interventions (A required course in Clinical Practice Track)

DATE/TIME: 8/21/17 – 12/13/17, Tuesdays 8:30am – 11:30am
Classroom: 107B

FACULTY: Chris Grimes, LCSW, Adjunct Faculty
OFFICE HOURS: By Appointment
E-mail: cgrimes@central.uh.edu
Phone: (713) 540-2838

Please bring the most updated syllabus to the first day of class.

I. Course
A. Catalog Description
Cr. 3(3-0). Prerequisite: Foundation; Prerequisite or Concurrent with SOCW 7324 (Clinical Applications of DSM in Social Work). Provides theoretical content to gain knowledge and develop advanced clinical skills in the application of Brief Psychodynamic Theory and Solution-Focused Therapy.

B. Purpose
To expose advanced students to evidence-based clinical social work theories and interventions. Emphasis is on the development of clinical social work practice skills in Brief Psychodynamic Theory and Solution-Focused Therapy.

II. Course Objectives
Two modules are the focus for this course:
- Brief Psychodynamic Therapy: Theories & Practice
- Solution-Focused Therapy: Theories & Practice

Upon completion of this course, students will be able to:
1. Understand the role of clinical social workers in the development and utilization of theoretical, conceptual and empirical knowledge base of selected practice theories. (Professional Identity, HBSE)
2. Develop an understanding of the key constructs, concepts, themes, and techniques that characterize the selected theories for transtheoretical applications. (HBSE, Practice)
3. Explore the common factors across the selected theories for practice, including techniques and characteristics for achieving therapeutic outcomes. (Critical Thinking, Practice, Research)
4. Analyze the strengths and limitations associated with selected theories for practice with diverse clients, issues and settings. (Diversity, Practice, Professional Context)
5. Utilize a strengths perspective to select and apply the selected theories with skills and techniques that are used in a culturally competent manner
across individual, group, community and societal settings (Diversity, Professional Context, Practice)

6. Demonstrate through hands-on practice the selection and application of various skills and techniques from the selected models for clinical practice. (Critical Thinking, Practice)

7. Identify the potential challenges inherent in the application of selected theories and apply professional and ethical guidelines to address them. (Values & Ethics, Justice, Practice)

Brief Psychodynamic Therapy: Theories & Practice

Module Description: Brief psychodynamic theory relies on the guiding knowledge of clinical practice approaches such as the presence of resistance, the understanding of transference and counter transference, the value of interpretation, and the importance of a strong working therapeutic alliance. Brief psychodynamic therapy allows for a more active and directive role as therapist and engages clients in the therapeutic process in an empathic and collaborative manner. This module will explore the critical themes and techniques which characterize brief psychodynamic therapy. Students will have an opportunity to explore the practical application of specific techniques of brief psychodynamic therapy.

Module Objectives: Upon completion of this module students will be able to:
1. Identify and discuss the theoretical and conceptual underpinnings of brief psychodynamic theory.
2. Develop an understanding of the key characteristics, themes, and techniques which characterize brief psychodynamic treatments.
3. Explore case formulation and treatment planning in brief work with clients.
4. Identify the strengths and limitations of brief psychodynamic therapy with diverse clients and issues.

Solution-Focused Therapy: Theories and Practice

Module Description: An in-depth examination of solution-focused therapy including history, philosophy, theory, and techniques. Stresses application of learning through experiential methods.

Module Objectives: Upon completion of this module, students will be about to:
1. Define constructivist theory and analyze its relationship to solution-focused therapy.
2. Describe the stages of solution building.
3. Use research-based evidence to design solution-focused intervention strategies that are built on the client’s context, strengths, and successes.
4. Formulate solution-focused feedback with clients.
5. Identify and measure therapeutic solution-focused, strengths-based and contextualized relevant outcomes.

III. Course Content
This course will include the following topical (content) areas: Theories for clinical practice (including core skills in crisis intervention) as related to the two selected practice modalities, integrating assessment to intervention, utilization of transtheoretical approaches in multicultural situations, processes of change, and direct clinical learning.

IV. Course Structure
A. This 15-week course will follow the following structure. Please follow the weekly assignments (including readings on Blackboard and Mindtap):
   - Week 1: First Class (must attend): Transtheoretical Model of Behavior Change, Core Clinical Skills, Course Orientation and Expectations
   - Weeks 2-3: Case Planning and Consultation
   - Weeks 4 through 7: Brief Psychodynamic Therapy (BPT) Module
   - Weeks 8 through 11: Solution-Focused Therapy (SFT) Module
   - Weeks 12-14: Integrative Practice (BPT and SFT), Clinical Supervision and Consultation
   - Week 15: Live Practice

B. The main focus of the course is skill acquisition. Students must read assigned materials and complete homework assignments prior to class. Each module will be devoted to an overview of that particular change orientation, a discussion of its theoretical underpinnings and empirical evidence, and a synopsis of the different techniques and specific skills drawn from that change orientation. The final class will focus on learning and practicing the skills with the help of unscripted case vignettes for live practice.

V. Textbooks
May order texts through UH Bookstore: http://uh.bncollege.com; A copy of these required books and other recommended books have been placed on Reserve at the UH main library

A. Required Readings from Textbooks:

Mindtap Access Code Purchase: When you go to our Blackboard, you will see the Mindtap icon under “Learning Modules.” The best price seems to be the direct purchase
through the Mindtap link on Blackboard under “Learning Modules”. With a higher price, you will also get loose-leaf chapters through the UH Bookstore. Do not purchase your access code through the Cengage.com website as it does not link to your Blackboard access. After purchasing your code, click to the first Mindtap reading under Learning Modules Week1 to check if your access is granted.


Here are the steps to access this ebook from UH Library:
Log on to http://info.lib.uh.edu
- Click on "catalog" and type "Multicultural Practice & Evaluation" in the “Title” index box.
- Click the title and link to the ebook version of this book
- Click "See all full text options for UH main campus"
- Click on the link for "Education Source"
- Enter your Cougarnet username and password (when asked)
- On the right hand side of the e-book page, click at “+2008” and then “2008”.
- Click at each section/chapter of the book and the "PDF Full text" link


B. Recommended Books: (E-Book Link: http://guides.lib.uh.edu/psychology/clinical)

C. Journal Articles. Use keyword search for articles of interest through http://info.lib.uh.edu/ (Databases, Academic Search Complete)

D. DSM Online. DSM-5 manual, handbook, clinical cases can be found at: http://guides.lib.uh.edu/c.php?g=432685&p=3171275
or http://guides.lib.uh.edu/socialwork (click at “Resources for Clinical Work”)

E. Videos. In addition to the streamed video-recorded lectures and clinical videos, students can access a variety of clinical videos at the following links with your Cougarnet ID and Password access: http://guides.lib.uh.edu/socialwork (click at “Online Video Collections” to access Counseling and Therapy in Video, Films on Demand Health and Medicine, Kanopy, or PsycTHERAPY)


VI. Course Requirements
Please check all due dates on Blackboard (Bb). All grades are individually assessed but you must show participatory effort in your case practice.
A. Class Participation (100 points)
1. Attend all the classes to pass this course. If you miss any classes due to unusual circumstances, please inform the instructor. For a documented absence, one grade (per absence) will be reduced from the final grade.
2. Actively engage in class preparation, practice activities, and provide feedback on case practices.
3. Participate and apply skills with BTI approaches to deal with diverse cases/clients throughout the semester.
4. Discuss and reflect on your practice as it is related to promoting clinical practice and social justice.

Notes: You must withdraw from this course (or receive an F) if you are absent without informing the instructor. If missed to submit or fail in any one assignment, you cannot pass this course and must re-take it when offered.

B. Mindtap Activities (300 pts): (Individual)

Purpose: To encourage students to prepare readings and analyze theoretical approaches before class to improve clinical knowledge and skills.

1. Mindtap Activities (final due dates to be posted on Mindtap) (12 pts x 10)
   - Video Activity: Provide answers to the questions posted on Dr. Corey’s videos (only one attempt per question).
   - Case Study: Provide answers to the questions based on case vignettes (one “Check My Work” chance per question; 2 attempts for each quiz, time set=30 mins).

2. Helper Studio Case Analyses: Prepare responses as if you were the clinician responding to the client in each of the assigned case with 3 possible/alternative responses before, during and/or after the client’s statement(s) or question(s). In class, we will first discuss how to practice with a case (Read: Mindtap Suicidal Sophie video in Ch3 “Helper Studio”). Then, each student will respond to the reflection questions posted on Mindtap and video three responses (assuming Ruth is sitting in front of you) based on two cases (hybrid/online students: each video submitted via Blackboard):
   - SFT case: Feminist issues with Ruth, Mindtap Ch 12 “Helper Studio” (90 pts)
   - Integration case: Ending therapy with Ruth (with both BP and SFT skills), Mindtap Ch 13 “Helper Studio” (90 pts)

3. Case Intake Summary (100 pts): (Individual) Due on Bb

Purpose: Prepare case information with a format that can be shared with other clinicians during staffing or for documentation purposes
   - Schedule an individual consultation meeting with the instructor (first two weeks, face-to-face or phone) to brainstorm the use of a real-life situation from your personal or past experience that is related to social, economic, environmental or political justice that can be assessed and intervened with a brief-targeted approach.
   - After consultation, submit a Case Intake summary which must include basic demographics and a description of the presenting problem(s), psychological observations, pertinent interpersonal relationships, and external influences that may have impacted the client (see example). Real names and certain demographic and identifying information must be modified to maintain anonymity of the case and the case owner. Micro, meso or macro cases can be used after discussing its clinical nature with the instructor. Please do not
disclose ownership of your case to your classmates during this semester. For uniformity when cases are assigned to your classmates, please use exact format and font illustrated in the example posted on Bb (one page only, single-spacing).

4. **Dialogue Script and Case Practice (300 pts):** (Individual) (Script 50pts x2; Practice 100pts x2)

   **Purpose:** To practice BTI approaches in order to gain insight through the application of specific skills/techniques from each module.

   - **Script (50ptsx2):** Each student will receive a case (from the case intake summaries) assigned by the instructor and prepare a practice script to show practice skills from each of the two modules (separately). Email the instructor your draft (not to be graded) specifying the skills used from the module (in Word format) to receive feedback before class practice. After the class practice, submit your final script specifying the skills/techniques via Bb (or email as advised by your instructor) for a grade.
   - **Practice (100ptsx2):** Pair with another student to present in class with your assigned case, to demonstrate skills from each module in 8-10 minutes assuming it is in the middle of a clinical session. Apply your skills but do not read directly from your script.
   - **“Second” Social Worker:** In class, you will be randomly invited to practice in one minute as a co-therapist invited to ask a therapeutic question for a client, as part of your class participation.

5. **Live Practice (200 pts)**

   **Purpose:** To demonstrate skills from both modules in a clinical situation with confidence and competence

   - **Practice as a Worker:** Each student will practice as a clinician in class (with a “live practice” case randomly assigned by the instructor from the case intakes, not the same as your dyad case). Using the entire 5 minutes allotted to each live practice, you must demonstrate integrative skills from both modules.
   - **Supervision Practice:** Each student will be assigned a separate case as supervisor to provide constructive comments based on the case practice in class. Supervisory Form can be found on Bb.
   - **Written Feedback:** The instructor and your peers will provide written feedback for the worker.

2. **Evaluation and Grading**

   Because of the practice nature of this course, no incomplete will be given and students must attend all in-class meetings. If you miss any class, you will get an automatic F (or “I” if allowable). Late assignments will suffer a one-point deduction per day (including weekends and holidays, if any). All assignments are graded using a set of rubrics posted on Bb. If you encounter any technical difficulties with Bb, you may call the UH Blackboard Help Desk at 1-844-570-6763 or email support@uh.edu or IT support at 713-743-1411, and inform the instructor by an email.
The following standard grading scale has been adopted for all courses taught in the college.

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<td>F</td>
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XIII. Policy on Grades of I (Incomplete)
The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.

IX. Policy on Academic Dishonesty and Plagiarism
Please click the link below for the full explanation of the Academic Honesty policy and procedure: [http://www.uh.edu/provost/policies/honesty/_documents-honesty/academic-honesty-policy.pdf](http://www.uh.edu/provost/policies/honesty/_documents-honesty/academic-honesty-policy.pdf)

Definitions:
“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

- **Plagiarism**
  - Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

- **Cheating and Unauthorized Group Work**
  - Openly cheating in an examination, as copying from another’s paper; c. Being able to view during an examination, quiz or any in-class assignment an
electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;

d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;

e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;

f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation

g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;

h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;

i. Falsifying results in laboratory experiments;

j. Misrepresenting academic records or achievements as they pertain to course prerequisites or co-requisites for the purpose of enrolling or remaining in a course for which one is not eligible;

k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials

l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;

m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty

n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

o. Any other conducts which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing
The officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

X. Course Schedule and Assignments

Course Schedule (See schedule on the last pages of this syllabus) Additional readings will be posted on Bb; Schedule is subject to change and students are responsible for checking course progresses and Blackboard materials. Email communications should be sent to your instructor with a subject heading “7397 BTI”. All assignments must be submitted via Bb.

XII. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XIII. Counseling and Psychological Services

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let’s Talk” program, which is a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html.

Course Schedule and Assignments

Note: All assignments are due by 11:00 pm; Additional readings will be posted on Blackboard by week.

Week 1: Theoretical Orientation (8/22-8/28)

3. Blackboard (Bb): 1) ppt1 Transtheoretical Practice; 2) ppt2 BTI: Crisis Intervention; 3) Different Theories

To Do:

• *Mindtap#1: Ch 1 Video Activity: Intake and Overview (answer multiple choice questions in the video—due 8/28) (Note: Although Dr. Corey talked about 11 theories in this video, we will only cover some of them in this course.)
**Week 2: Ethical Practice and Case Consultation (8/29-9/11)**
Set up an individual consultation (20-30 mins) with the instructor to meet face-to-face or through Skype from 8/21 to 9/8 to prepare for an individual case intake summary based on a real-life situation (see Course Requirements). Case nature must be approved by the instructor before you finalize it.

1. **Mindtap:** Corey (2017). Ch 2 (The counselor: Person and professional)
2. **Mindtap:** Corey (2017). Ch 3 (Ethical issues in counseling practice)
3. Cheung & Leung (2008). Chapters 2, 3 (Case approach; Practitioners as evaluators)

**To Do:**
1. *Mindtap#2:* Ch 3 Video Activity: Gift Giving (Watch the case and discussion and answer questions in the video—due 9/4)
2. Dialogue example CI: This script uses Crisis Intervention as the practice framework; please use BPT and SFT for the framework for your assigned scripts due later in the semester.
3. Case summary example (Bb)
4. Watch “Case Notes”: https://s3-us-west-1.amazonaws.com/pcwwriting/2-1-3crystalVid/story.html

**Week 3: Course Overview, Clinical Skills and Case Practice (9/5—In Class)**
Transtheoretical framework and practice; Crisis Intervention Clinical Skills and Case Staffing Requirements; A case approach with multicultural expectations; Ethics and principles; Review course syllabus

**In-Class:** **Mindtap (not graded):** Practice with the case in Ch 3 Helper Studio: Keeping Confidence—Suicide) Before class, watch the video and prepare how you would respond to Sophie who stated she "just wishes it all would end"? We will practice this case in class (not to be graded).

**Reflection Questions:**
1. How do you determine if your client is in serious or foreseeable harm?
2. What do you need to take into consideration when making exceptions to confidentiality?
3. What practice steps/skills would you use to help this client?

**To Do:**
1. Sign-up: Form a group for the case practice assignments;
2. Provide your group members’ names and email addresses to the instructor in class (or by email before 9/10)
3. Seek instructor’s feedback on your case intake summary (via email or meeting)
4. *Bb:* Case summary (Due 9/17 by 11:00pm)

**Week 4: Module 1 - Brief Psychodynamic Therapy (BPT) (9/12-9/18)**
Theories and application

1. **Mindtap:** Corey (2017). Ch 4 (Psychoanalytic)
3. Bb Readings

**To Do:**
1. *Mindtap#3:* Ch 4, Video Activity: Case of Stan (Psychoanalytic) (9/18)
2. *Mindtap#4:* Ch 4, Case Study: Psychoanalytic Therapy (9/18)
3. **Optional Video:** Psychodynamic Counseling and Psychotherapy (Microtraining
Week 5: BPT (9/19-9/25)
Genogram interviews; Family-of-Origin interventions
5. Bb Readings
6. Website on Genograms: https://www.genopro.com/genogram/
To Do:
1. *Mindtap#5: Ch 5, Video Activity: Case of Stan (Adlerian) (due 9/25)
2. *Mindtap#6: Ch 14, Case Study (Family Systems) (due 9/25)
3. Consult with the instructor about your BPT script

Week 6: BPT Case Practice (9/26–In-Class)
Case demonstrations (BPT): Practice your group assigned case with a focus on BPT skill applications
Students will also be randomly invited to participate in other cases as a “second” social worker; critique and evaluation; clinical sharing
*Bb: BPT Dialogue with Techniques Specified (10/2 by 11:00pm)

Week 7: From BPT to SFT (10/3-10/9)
Alternative applications with Empty Chair Techniques
1. Mindtap: Corey (2017). Chapter 8 (Gestalt)
2. Cheung & Leung (2008), Ch 9 (Gestalt)
3. Bb Readings
To Do:
• *Mindtap#7: Ch 8, Video Activity: Case of Stan (Gestalt) (due 10/9)

Week 8: Module 2 – Solution-Focused (SFT) (10/10-10/16)
Theories and applications
1. Mindtap: Corey (2017). Ch 13 (SFT)
2. Bb Readings
To Do:
1. *Mindtap#8: Ch 13, Video Activity: Case of Stan (Postmodern Approaches) (due 10/16)
2. *Mindtap#9: Ch 13, Case Study (Postmodern Approaches) (due 10/16)

Week 9: SFT (10/17-10/23)
Postmodern Approaches
2. Bb Readings
To Do:
• *Mindtap#10: Helper Studio—Ch12: Case of Ruth—Answer to the questions and record three possible responses to the client based on SFT skills (10/23): Watch the
video, type in your responses, and record three possible responses to the client based on solution-focused skill set. As you watch this video, consider how would you use SF approaches to conceptualize the therapeutic milieu and account for individual experiences? Respond to Ruth with an awareness of how societal expectations about her roles of being a mother, wife, woman, student, etc. have shaped her experiences. Reflection Questions:
1. Respond to Ruth with an awareness of how societal expectations about the roles of women have shaped her experiences.
2. Think about the relationships Ruth seems to have with her family members. Use analysis of power and gender roles, as well as integrating this analysis with Solution-Focused approaches to describe those relationships and practice your clinical responses.

Week 10: SFT (10/24-10/30)
Evidence-Based SFT in Justice-Informed Practice
Evidence-based Practice in Social Work
To Do:
1. *Mindtap#11: Ch 2 Video Activity: Ruth’s Case on Diversity (due 10/30)
   Respond to the two questions at the end of this video to reflect upon how to work with client systems with justice-informed approaches derived from SFT, with attention to differences in societal expectations based on gender, class, and other diversity representations. Reflection questions:
   o If you did not know about Ruth’s cultural background, how could you let her share with you about any differences she thought existed between the two of you?
   o To what extent do you think you must have the same cultural background, gender, and life experiences as your client to form a meaningful relationship?
2. Bb Reading for discussion use

Week 11: SFT Case Practice Sessions (10/31-- In class)
Summary of SFT Skills with a transtheoretical analysis
Case demonstrations (SFT): Role play the case with a focus on SFT skill applications
Students will be randomly invited to participate in other cases as a “second” social worker; critique and evaluation; clinical sharing
*Bb: SFT Dialogue with Techniques Specified (Due 11/6 by 11:00pm)

Week 12: Transtheoretical Integration (11/7-11/13)
Review skills and techniques from BPT and SFT modules
Multicultural practice evaluation
3. ASK Instrument
4. Bb Readings
To Do:
1. Preparing for your live practice. Mark skills and techniques that fit your style for the purpose of helping the client move from one transtheoretical stage to another for the purpose of making changes or altering thinking, feelings and/or thoughts. Bring in your case (to be assigned before Week 12) and the list of skills for consultation.

Week 13: Clinical Supervision (11/14-11/20)
Watch one of these videos on Supervision:


3. Bb Readings
To Do:

- **Mindtap #12** : *Helper Studio* -- Ch 13 Ruth’s Case Closure (BP and SFT)(Due 11/19)
  As you watch this video, think about the importance of endings in therapy and how BP and SFT have helped you reflect experiences with case closure. If your supervisor has guided you with your own life issues, how do you modify these skills in responding to Ruth with an awareness of the importance and meaning of closure? Type in your responses to Ruth and videotape at least three of these responses with an awareness of the importance of endings and how they are conceptualized. Send a Word file and Youtube link (or MP4 file) via Blackboard (not Mindtap).

  Supervisor’s Questions:
  1. What difference would it make in your life if you were to do this?
  2. What possibilities open up when you live from this place, with their voice closer to you?
  3. Where does the conversation with the person take you?
  4. How does remembering the person make a difference to your handling of the important issues in your life?

**Week 14: Individual Consultation and Preparation for Live Practice** (11/21-11/27)
Schedule your face-to-face consultation session with the instructor in advance. Estimate 30 mins with a focus on skill practice on your assigned case with the instructor. No other rehearsal is needed before your live practice in class.

**Week 15: *Live Practice* (12/5 -- In class)
Transtheoretical interviews with an unscripted practice (individual cases to be assigned)
Clinical Skills Assessment
Case Reflections: Evaluation of the Five-Way Learning
- Read Blackboard materials on five-way learning and be prepared to address your learning without disclosing your case ownership in class.

Scheduled Assignments by Due Date

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<tr>
<td>Ch 1 Video Activity</td>
<td>8/28</td>
<td>Ch 8 Video Activity</td>
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<td>Ch 3 Video Activity</td>
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<td><strong>Bb: Case summary</strong></td>
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