

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**



**SCHOOL OF SOCIAL WORK**

**Course Number:** SOWO 753

**Course Title:** Interpersonal Psychotherapy

**Semester and Year:** Spring 2021 (January - March)

**Instructor:** Betsy (Sarah E.) Bledsoe

**Office Hours:** by appointment (zoom or telephone)

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**COURSE DESCRIPTION**

This practice course focuses on interpersonal psychotherapy, an empirically supported intervention for depression in adolescents and adults. Adaptations for other mental health disorders are discussed.

**COURSE OBJECTIVES**

At the conclusion of this course, students will:

1. Understand the historical and theoretical context of interpersonal psychotherapy (IPT) for depression and the epidemiology and diagnosis of depression framed in the context of social work values and ethics.
2. Be able to apply interpersonal psychotherapy for the treatment of depression consisting of:
  - initial sessions including the interpersonal inventory, identification of interpersonal problem area and case formulation,
  - middle session focused on the four interpersonal problem areas: grief, interpersonal disputes, role transitions, and interpersonal deficits, and
  - termination of both successful and unsuccessful treatment
3. Demonstrate an ability to apply IPT therapeutic techniques
4. Understand the therapist's role in IPT and be able to identify and respond to common therapeutic issues and patient questions
5. Have knowledge of the empirical evidence related to IPT for mood and non-mood disorders
6. Be familiar with the application of IPT with diverse populations as well as adaptations of IPT for intervention with mental health diagnoses including adaptations for other mood disorders and non-mood disorders.

\*THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE REMAINING PORTION OF THE SYLLABUS IF REQUIRED TO BEST MEET THE LEARNING OBJECTIVES OF THE COURSE.

**EXPANDED DESCRIPTION**

This course is an advanced practice course that builds on required foundation HBSE and direct practice courses. It is designed to increase students' competencies in both assessment and intervention using IPT, an empirically supported

psychotherapy. IPT was originally developed as an outpatient treatment for adults with major depression and its value has been supported with numerous clinical trials. IPT has since been adapted to treat other mental health disorders. Clinicians interested in learning IPT generally begin with didactic work and supervision in the application of IPT for the treatment of major depression in adults, as IPT was developed for use with in this population. Therefore, the focus of the course will be on the use of IPT to treat major depression in adults. Adaptations of IPT for the treatment of depression in specific populations and other mood and non-mood psychiatric diagnoses – including empirical evidence regarding the value of each adaptation - will be presented but will not be reviewed in detail given the time limitations of this course. Empirical evidence to date does not support the use of IPT outside of the treatment and prevention of psychiatric disorders and symptoms. However, given the prevalence of major depression alone, it is likely that any social worker directly serving individuals or families will encounter clients who may benefit from their knowledge of IPT.

By the end of the course, students will be more confident in their ability to assess, articulate a case formulation and provide treatment for clients with major depression using IPT. Advanced practice skills that will be addressed throughout the course include psychoeducation, contracting, conducting an interpersonal inventory, exploratory techniques, encouragement of affect, clarification, communication analysis, use of the therapeutic role, behavioral change techniques, and handling non-response to treatment. Case material and experiential exercises will be used to increase students' practice skills. Students will also become familiar with empirical evidence on the use of IPT with specific disorders and populations to support evidence-based practice. While IPT is an empirically supported intervention for major depression and has been adapted for treatment of other psychiatric disorders, there are certain cases where IPT may not be indicated based on empirical studies.

This course will be conducted remotely due to the COVID 19 Pandemic. This course utilizes synchronous and asynchronous instructional techniques including lecture, discussion, role-playing, experiential exercises, lessons, and video clips. It is expected that each student will be actively involved in this course; thus, participation in synchronous and asynchronous discussion, exercises, and role-playing is mandatory. The synchronous portion will be conducted as a seminar using zoom with classes involving a combination of discussion and skill-building exercises. We will have 1.5 hours of synchronous work per week that will occur from 3:20 pm – 4:50 pm during the regularly scheduled class time. Asynchronous work will focus on viewing prerecorded lectures and case examples. Asynchronous work will be assigned prior to each class. With the exception of class one, all asynchronous work will be due no later than 3:20 pm the day of class. Student's will have class time allotted to complete asynchronous instruction activities each week (2:00pm – 3:05pm) in addition to synchronous class instruction, and will be expected to have questions ready for discussion based on asynchronous work at the beginning of each synchronous session. However, asynchronous work can be completed at any point prior to the weekly due date listed above.

To be enjoyable, our class should be interactive. We will create comfort and cohesion in this class through interactions that reflect our social work values. Adherence to our profession's code of values and ethics extends to this course. If you are unfamiliar with that code, you can access it here: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> The development of a supportive learning environment that reflects the values of the social work profession is essential for the success of this class. A supportive learning environment is fostered by listening to and reading the ideas and views of others; being able to understand and appreciate a point of view that differs from your own; articulating your point of view clearly and concisely; and linking experiential activities to course content, readings, and assignments. I will appreciate your contributions to making this a safe and respectful class for learning and growth, particularly by giving honest and constructive feedback to your fellow students and myself. We will focus on calling in rather than calling out.

#### **REQUIRED TEXT**

Weissman, M.M., Markowitz, J.C., & Klerman, G.L. (2018). *The Guide to Interpersonal Psychotherapy: Updated and Expanded Edition*. New York: Oxford University Press.

Additional required readings for this course can be obtained via the course website or the UNC electronic library.

#### **RELATED READINGS**

Dietz, L. J., Weinberg, R. J., & Mufson, L. (2018). *Family-Based Interpersonal Psychotherapy for Depressed Preadolescents*. New York: Oxford University Press.

Mufson, Laura, Pollack Dorata, Kristen, Moreau, Donna, & Weissman, Myrna M. (2011). *Interpersonal psychotherapy for depressed adolescents* (2<sup>nd</sup> ed). New York: Guilford.

Weissman, Myrna M., Markowitz, John C., & Klerman, Gerald L. (2007). *Clinicians Quick Guide to Interpersonal Psychotherapy*. New York: Oxford University Press.

Bibliography of seminal works posted on course website.

#### **TEACHING METHODS**

This course will involve interactive pre-recorded lectures, class discussion, role-play, individual and group supervision, technique demonstration, and student case presentations. These teaching strategies will be used to help students master the theoretical approaches and necessary skills needed to treat adult and adolescent clients with major depression using IPT. It is expected that each student will be actively involved in this course; thus, active participation in class discussion, role-play, and case presentation is mandatory.

#### **Inclusivity:**

To promote an inclusive classroom environment the instructor will endeavor to use gender-neutral pronouns (they/them/their) and encourages students to do the same unless you know an individual and you know the pronoun they use. Please make sure your pronouns and your preferred name (e.g., Dr. Betsy Bledsoe, she/her) are visible during synchronous meetings.

#### **Trauma Content and Self Care:**

This course may include intense content related to traumatic events experienced by children, adolescents, and/or adults. Students may experience strong reactions related to their own trauma history, or related to their lack of previous exposure to detailed accounts of harm that children and adults experience. Students may find themselves emotionally triggered or possibly overwhelmed, as well as having judgmental thoughts (e.g., about victims, caregivers, and perpetrators of harm).

Students are encouraged to develop and use self-care strategies during class sessions and when reading and/or completing assignments for class. During this semester these feelings may be intensified as many are experiencing the COVID 19 Pandemic, events related to the Pandemic, and recent political and social events as traumatic. Students may have strong reactions that are more safely processed outside of the classroom and with appropriate support from the instructor or with professional support. In the event that students experience significant distress, please notify the instructor. The instructor will seek to foster a safe classroom environment in which learning may occur. This includes setting guidelines for safe behavior collaboratively with students, preparing students for graphic case material when possible, and utilizing alternative assignments when determined to be beneficial.

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

**Attendance and Participation:** Attendance at all class synchronous and asynchronous sessions is expected; it is important to be on time so as not to disrupt class or miss material. We will be covering a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. Role play and supervision are an important and essential part of this course. **Therefore, students with more than one absence will receive an “L” unless they have made prior arrangements with the instructor and their role play partner. Students with more than two absences will receive an “F” unless they have made prior arrangements with the instructor and their role play partner.**

In order to fully participate in and benefit from each synchronous class session, students must complete required readings, asynchronous assignments, and come to class prepared to discuss and apply those reading to case examples and role plays. If an emergency arises, please contact the instructor and your role play partner as soon as possible to make arrangements to make up materials and role play assignments.

**Reading and Asynchronous Assignments:** Students are responsible for reading all assigned materials and completing all asynchronous assignments before class date with the exception of readings assigned for Class 1. Class 1 readings will be due prior to Class 2.

**Policy on the Use of Laptops or Other Electronic Devices and Class Disruptions:**

Use of electronic devices during synchronous instruction for *non-class related activities* is strongly discouraged. Electronics should be silenced or put on vibrate during class. If you must respond to a call, please mute yourself and stop your video prior to answering or returning the call. The use of computers or tablets is welcomed for note taking and other activities that enhance student learning and class participation. Please do not use electronic devices in any way that may detract from your participation or the learning experience of other students in the class.

These are unique times and circumstances. I understand that many students in this class may have unexpected responsibilities during class time due to the COVID 19 Pandemic such as care for children or loved ones. We will work together to make this class as seamless as possible while understanding that sometimes these responsibilities will need to come first.

**GRADING SYSTEM**

The points received for each assignment will be totaled to determine the final grade.

100 – 94 H

93 – 74 P

73 – 70 L

69 and below F

**APA, WRITTEN ASSIGNMENTS, AND WRITING SUPPORT**

**APA Formatting:** Unlike many of your courses, assignments do not need to follow APA formatting as we will be turning in ‘case’ notes from our in-class role plays and reflections on using IPT. However, it is an expectation of this course that you will correctly cite any material NOT included in the course syllabus following the most recent edition of the APA style manual. You should include a reference list at the end of your assignment if you choose to use outside materials to support

your work. If you are not familiar with this style, please refer to the manual, the study guide on the School's Writing Resources Page.

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, Sixth Edition (2009) that is available at most bookstores. The following web site provides additional information: <http://www.apastyle.org/apa-style-help.aspx>

Students are strongly encouraged to review the materials on the School of Social Work's website <http://ssw.unc.edu/students/writing>. This page includes numerous helpful writing resources such as tutorials on understanding plagiarism, quick reference guide to APA, writing tips and ESL materials. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com). In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

#### **POLICY ON ACADEMIC DISHONESTY**

Students are expected to complete assigned and independent readings, contribute to the development of a positive learning environment, and demonstrate learning through written assignments and class participation. Original written work is expected and required. Please refer to the *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work".

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

#### **ACCESSIBILITY AND RESOURCES SERVICES**

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: [accessibility@unc.edu](mailto:accessibility@unc.edu) or phone at 919-962-8300. The accommodations process starts with ARS and helps

instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process. My goal is to ensure that all students with accessibility accommodation have their needs met. If you have worked with ARS to establish and coordinate accommodations and you have not heard from me, then I have not received notification from ARS. Please be in touch with me.

**Equal Opportunity and Compliance (EOC) Statement:**

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, [adrienne.allison@unc.edu](mailto:adrienne.allison@unc.edu)), Report and Response Coordinators (Ew Quimbaya-Winship, [eqw@unc.edu](mailto:eqw@unc.edu); Rebecca Gibson, [rmgibson@unc.edu](mailto:rmgibson@unc.edu); Kathryn Winn [kmwinn@unc.edu](mailto:kmwinn@unc.edu)), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, [cassidyjohnson@unc.edu](mailto:cassidyjohnson@unc.edu); Holly Lovern, [holly.lovern@unc.edu](mailto:holly.lovern@unc.edu)) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

**POLICY ON ASSIGNMENT SUBMISSION, INCOMPLETES AND LATE ASSIGNMENTS**

All papers and assignments are to be submitted to the Drop Box in our Sakai site. Assignments are due at the beginning of class (2:00 pm) on the dates noted on this syllabus unless otherwise specified. *Your paper should contain your PID# and the UNC honor code pledge. Do not put your name in the body of the paper that you submit to Sakai, instead use your PID# to sign the honor code and as a running head on each page.* Assignments associated with asynchronous instructional activities are due by 3:20 pm. Asynchronous instructional activities (with the exception of our first class) will be provided each week.

Assignments should be completed on time. Late assignments are strongly discouraged. However, we are operating in unusual times and reasonable exceptions and accommodations will be made when possible. If a situation arises that prohibits you from completing any assignment or activity on time, a request for an extension must be made *in advance* of the due date. Approved extensions will not affect your grade. If approval for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur each day, including weekends.

In case of an emergency (generously defined this semester), a late paper may be accepted without penalty at the discretion of the instructor. However, the student must alert the instructor to the emergency within a reasonable time period and negotiate a new due date with the instructor in order for any late penalty to be waived. A grade of “Incomplete” will be given only in extenuating circumstances and in accordance with SSW and University policy.

It is my goal to be flexible and work with you to help you make the most of this experience, particularly during the COVID 19 Pandemic. My goal is to assist you in meeting your learning objectives for this course within the bounds of the University and School of Social Work policies.

**CLASS ASSIGNMENTS**

All written class assignments should be turned as by the beginning of the class session on the day the assignment is due unless otherwise noted. Detailed descriptions of each assignment, as well as grading rubrics, will be made available to students prior to the assignment due date.

To ensure objective grading of assignment please use your student **PID number**.  
**DO NOT USE YOUR NAME.**

ASSIGNMENTS	DUE DATE	% COURSE GRADE
Assignment 1. Brief Case Description	Week 2	10%
Assignment 2. Case Formulation	Week 4	25%
Assignment 3: Clinical Intervention Assignment Case Note 1	Week 5-6	15%
Assignment 3: Clinical Intervention Assignment Case Note 2	Week 6-7	15%
Assignment 3: Clinical Intervention Assignment Case Note 3	Week 7-3/15	15%
Class Participation and Attendance	ongoing	20%

**Assignment 1. Brief Case Description (10% of Course Grade) Due Class 2:** For this 1-2-page assignment you will provide a basic, written description of the case you will be role playing (as the client) for the remainder of the course. This brief description should contain information that you might expect in a good referral – basic demographic information, known health history, prominent symptoms, and a short summary of the presenting problem. When conceptualizing this case, you will want to frame the presenting problem associated with the onset of the current episode of depression in an interpersonal context. While you should NOT provide a case formulation, you want to choose or create a case that can be formulated using an interpersonal framework. This means that there should be a clear interpersonal event that is associated with the onset of the current episode of major depression. It will be up to your role-play partner (the therapist) to determine the case formulation in collaboration with the client you will be role-playing.

Students have the option to use a case from current practice to complete the remainder of the assignments for this course. If you plan on using IPT with a current client, please use that patient in the in-class role-play. While you will not be the therapist for the case from your current practice in the in-class role-play, this will allow you an opportunity to see how another therapist might handle issues with the same client using IPT. If you use a case from your current practice or a real case from previous experience, issues of confidentiality must be respected.

For learning purposes, all students will be expected to describe a case where major depression is a primary diagnosis though you may choose a case with a comorbid diagnosis. However, students should NOT choose a case with current comorbid substance abuse or dependence, psychotic disorder, or mania.

Please be prepared to share an electronic copy of your Brief Case Description with your role play partner(s). The instructor will assign role play partners based on student interest. Please be sure to indicate at the end of your assignment any population (e.g., age, presenting issues associate with the onset of depression, interpersonal problem area) you are interested in working with for this role play. I will do my best to match cases to interests when available.

**Assignment 2. Case Formulation Assignment (25% of Course Grade) Due Week 4:** Case formulation using an interpersonal model in the initial sessions of treatment is paramount to the application of IPT for depressed clients. In this assignment, students will demonstrate an ability to formulate a case using IPT. This formulation should be based on either the role-play completed in class where you are in the role of the therapist OR a case from your current practice. Issues of

confidentiality must be respected. The written assignment will include a discussion of dealing with depression (diagnosis, explanation of diagnosis and treatment, using the 'sick role'), relating depression to the interpersonal context (interpersonal inventory, identification of major problem areas) and presenting the IPT case formulation and contract. The contract should include the number of agreed upon sessions and an initial plan for termination. This paper should be written in the format of a case note or assessment and should be approximately 5-10 pages long, double-spaced and in 12-point font with 1-inch margins. Being succinct is an important clinical skill. Papers should not exceed 12 pages and only the first 12 pages will be graded. Please upload a copy of the assignment to dropbox on the course website. This case formulation will be the foundation for the remaining class assignments.

If you choose to complete this assignment based on a case from your current practice (instead of the in-class role-play case) you should be reasonably sure that you will be able to work weekly with this case using IPT in order to complete the remaining assignments. It is required that you also role play (as the patient) the practice-based case so, in the event that the true case terminates early, you will still be able to complete the assignment based off of your in-class role-play.

If you choose to use the in-class role-play to complete this assignment, please include a copy of your role-play partner's brief case description when you turn in this assignment. If any sources outside of required class reading (either assigned or optional) are used, these should be cited and referenced using APA formatting.

**Assignment 3: Clinical Intervention Assignment (45% of Course Grade). Case notes 1-3 due no later than the beginning of class weeks 5, 6, 7, and 1 week after our final class by 2pm respectively. Each student should complete 3 of the 4 case notes.** This assignment is designed to give students an opportunity to demonstrate competency in the application of IPT. It should include a description of the application of IPT with either a real or fictional case role-played in class or a current case example from your practice. If a case example, issues of confidentiality must be respected. This assignment will build on the initial case formulation assignment and will include a description of the middle sessions (with option for termination plan) formatted as three case notes. Case notes will be due weekly for the last 3 weeks of class with a final case note due 1 week following our last class. Each student will choose 3 of the 4 case notes to complete. Application of specific IPT techniques appropriate to the middle session and the chosen IPT problem area (grief, role disputes, role transitions) should be the focus of the case notes. Application should reflect a culturally acceptable approach to treatment.

Because the time limitations of the course do not allow for completion of IPT treatment (12-16 sessions), case notes likely will not cover termination. However, students will have an opportunity to role-play termination in class seven. This will allow students an opportunity to practice the skills of termination – whether the client has achieved remission, recovery, or requires ongoing treatment for depression. If the final case note is completed it should reflect the outcome of an assessment of termination role played in that session.

Students are encouraged to turn in case note assignments as early as possible. Having feedback from the prior class's case note should enhance your learning experience in the subsequent role-play. However, to receive feedback prior to the next class, students will need to submit case notes earlier than the assignment due date. Student's who submit case notes by the end of the day (5pm) on Wednesday prior to the assignment due date will receive feedback prior to the next class session. If you turn in case notes early please email the professor ([bledsoe@email.unc.edu](mailto:bledsoe@email.unc.edu)) to let them know that you would like feedback prior to the next class and have uploaded your case note to our class website using dropbox. Other notes will be graded in the order they are received and feedback prior to the next class session cannot be guaranteed. Notes are considered late if they are not submitted by the beginning of class the week they are due.

Each case note should be approximately 2-4 pages typed, double-spaced. Please use 12-point font and 1-inch margins. If any sources outside of class readings (either assigned or optional) are used, these should be cited and referenced using APA



formatting. For any case note longer than 6 pages, only the first 6 pages will be graded and count toward credit for the assignment.

**Assignment 4: Class Attendance and Participation (20% of Course Grade):** As this course is designed, participation in class activities is essential for learning course material and completing assignments and is therefore required. Attendance and participation in discussion, role-play, group work, and case presentation are mandatory. To recognize the importance of attendance and participation in this course and the commitment expected from students, attendance and active participation will be counted as 20% of the course grade. 94-100 (H) is assigned to those students who have attended all classes and have been regular and active participants in discussion and in presenting past or current case scenarios. 80-93 (P) is for students who have missed one class but who regularly and actively participate or for students who have attended all classes but do not fully participate in class discussion and case conference on a regular basis. 70-80 is for students who do not participate actively in class and have missed one class. Under 70 means that the student has: 1) missed two or more classes; 2) that a student has demonstrated through class discussion and activities that they have not done the readings to prepare for class; or 3) for a student who actively disengages from class activities.

### **COURSE OUTLINE**

Class 1: Introductions, Course Overview, Introduction to Interpersonal Psychotherapy (IPT)

Class 2: Initial Sessions: Beginning Tasks of IPT

Class 3: Middle Sessions: Focal Goals and Strategies - Specific Techniques & Interpersonal Disputes

Class 4: Middle Sessions: Focal Goals and Strategies - Role Transitions & Interpersonal Deficits

Class 5: Middle Sessions: Focal Goals and Strategies - Grief (Complicated Bereavement) & Common Problems

Class 6: Tasks of Termination in IPT

Class 7: Adaptations of IPT

### **WEEK 1 (1/11)**

**Topic:** Introduction, Course Overview & Introduction to IPT

1. Introductions
2. Course overview
3. Historical context and empirical evidence supporting IPT for major depression
4. Epidemiology and morbidity of major depression
5. What is IPT?
6. Interpersonal theoretical groundwork
7. Assessment for diagnosis of major depression

**Required Readings:** Weissman et al, Chapter 1, The Interpersonal Platform

Weissman et al, Chapter 2, An Outline of IPT

Weissman et al, Chapter 3, What is IPT?

**Suggested Readings:** Weissman et al, Chapter 24, IPT Across Cultures and in Resource-Poor Countries

### **DR. MARTIN LUTHER KING, JR. DAY - NO CLASS (1/18)**

### **WEEK 2 (1/25)**

**Topic:** Initial Sessions: Beginning Tasks of IPT

1. Dealing with depression
2. Using the sick role
3. Conducting an interpersonal inventory

4. Choosing an interpersonal focus (problem area)
5. Contract and interpersonal case formulation

**Due:** **BRIEF CASE DESCRIPTION DUE AT THE BEGINNING OF CLASS.**

**Required Readings:** Weissman et al, Chapter 4, Beginning IPT  
 Weissman et al, Chapter 10, IPT Techniques and the Therapists Role  
 Markowitz, J.C. & Swartz, H.A. (1997). Case formulation in interpersonal psychotherapy of depression. In T.D. Eels (Ed.) *Handbook of psychotherapy case formulation* (p.p. 192-222). New York: Guilford.

### WEEK 3 (2/1)

**Topic:** Middle Sessions: Focal Goals and Strategies - Specific Techniques & Interpersonal Disputes

1. Tasks of the middle sessions
2. Strategies and techniques for facilitating change
3. Exploratory techniques
4. Encouragement of affect
5. Clarification
6. Communication analysis
7. Use of therapeutic relationship
8. Behavior change techniques
9. Interpersonal disputes – goals and strategies

**Required Readings:** Weissman et al, Chapter 6, Interpersonal Role Disputes  
 Weissman et al, Appendix A: Hamilton Rating Scale for Depression  
 Weissman et al, Appendix B: Patient Health Questionnaire (PHQ-9)  
 Weissman et al, Appendix C: Interpersonal Psychotherapy Outcomes Scale, Therapist Version

### WEEK 4 (2/8)

**Topic:** Middle Sessions: Focal Goals and Strategies - Grief (Complicated Bereavement) & Role Transitions

1. Grief (complicated bereavement) – goals and strategies
2. Role transitions – goals and strategies

**Due:** **CASE FORMULATION DUE AT THE BEGINNING OF CLASS**

**Required Readings:** Weissman et al, Chapter 5, Greif  
 Weissman, Chapter 7, Role Transitions (pp. 89-102).

**Suggested Readings:** Shear, K., Gorscak, B. & Simon, N. (2006). Treatment of complicated grief following violent death. In E.K. Rynearson (Ed.), *Violent Death: Resilience and Intervention Beyond Crisis* (pp. 157-174). New York: Routledge, Taylor & Francis Group.

### WELLNESS DAY - NO CLASS (2/15)

### WEEK 5 (2/22)

**Topic:** Middle Sessions: Focal Goals and Strategies - Interpersonal Deficits & Common Problems

1. Interpersonal deficits – goals and strategies
2. Anticipating and handling common problems
3. Adherence and common client concerns

**Due:** **CASE NOTE DUE AT THE BEGINNING OF CLASS**

**Required Readings:** Weissman et al, Chapter 8, Interpersonal Deficits (Social Isolation; No Life Events)  
 Weissman et al, Chapter 11, Common Therapeutic Issues and Patient Questions

**Suggested Readings:** Weissman et al, Chapter 17, Persistent Depressive Disorder/Dysthymic Disorder

**WEEK 6 (3/1)**

**Topic:** Tasks of Termination in IPT

1. Tasks of termination
2. Difficulties with termination
3. Indications for long-term treatment
4. Maintenance IPT

**Due:** **CASE NOTE DUE AT THE BEGINNING OF CLASS**

**Required Readings:** Weissman et al, Chapter 7, Termination and Maintenance Treatment

**Suggested Readings:** Spanier, C. & Frank, E. (1998). Maintenance interpersonal Psychotherapy: A preventive treatment for depression. In J.C. Markowitz (Ed.), *Interpersonal Psychotherapy* (pp. 67-98). Washington, DC: American Psychiatric Press.

**WEEK 7 (3/8)**

**Topic:** Adaptations of IPT

1. Interpersonal psychotherapy for depressed adolescents
2. Adaptations of IPT for specific populations and other mood and non-mood mental health diagnoses
3. Wrap up and evaluations

**Due:** **CASE NOTE DUE AT THE BEGINNING OF CLASS**

**Required Readings:** Weissman et al, Chapter 12, Overview of Adaptations of IPT

**Suggested Readings:** Mufson, L., Doreta, K.P., Moreau, D. & Weissman, M.M. (2004). *Interpersonal Psychotherapy for Depressed Adolescents* (2nd Ed). Chapter 20: A comprehensive description of an IPT-A case (pp. 251-278).

Weissman et al, Chapter 13, Peripartum Depression: Pregnancy, Miscarriage, Postpartum, Infertility

Weissman et al, Chapter 14, Depression in Adolescents and Children

Weissman et al, Chapter 15, Depression in Older Adults

Weissman et al, Chapter 16, Depression in Medical Patients; Interpersonal Counseling (IPC) and Brief IPT

Weissman et al, Chapter 18, Bipolar Disorder

Weissman et al, Chapter 19, Substance-Related and Addictive Disorders

Weissman et al, Chapter 20, Eating Disorders

Weissman et al, Chapter 21, Anxiety Disorders: Social Anxiety and Panic Disorder

Weissman et al, Chapter 22, Trauma and Stress Related Disorders

Weissman et al, Chapter 23, Borderline Personality Disorder

Weissman et al, Chapter 25, Group, Conjoint, Telephone, and Internet Formats of IPT

Weissman et al, Chapter 26, Training and Resources

**FINAL CASE NOTE DUE (3/15)**