

Practice Skills

in effecting change and
managing barriers to it



CHANGE

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Fall 2025 SOWK 530
Week 13

Week 13 Plan

Agenda

- Preparing for the research paper
- Additive empathy practice
- Barriers to change
- Reflecting on client dynamics
- Confrontation

Learningn Objectives

- Practice and apply additive empathy and interpretation skills in response to client statements.
- Examine and reflect on personal and professional reactions to client behaviors and identities.
- Demonstrate the ability to use assertive confrontation techniques within a helping relationship.

This assignment aims for students to research a given topic to understand the empirical evidence around a specific modality of family treatment. Students will improve their ability to find and understand peer-reviewed research journals and use scholarly writing techniques. The research paper opens up a suitable occasion for students to practice their scholarly writing skills.

Family Treatment Modality Research Paper

Potential Theory Examples:

Jim Alexander's Functional Family Therapy, Howard Liddle's Multidimensional Family Therapy, Scott Henggler's Multisystemic Therapy, Jose Szapocznik's Brief Strategic Family Therapy, and Attachment-Based Family Therapy.

Due 12/01/25
at 08:00 AM

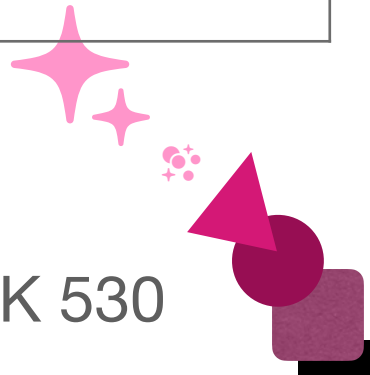
Document Includes

- A title page
- Abstract
- Written article
- Reference page

- **Introduction:** Your paper starts with the title of your paper, and without an additional heading, you should start introducing the context of your paper. You should start by explaining the topic you are considering in a broad manner. This might include identifying the needs of families and couples and explaining the rationale behind the intervention you selected.
- **History of the Treatment Modality:** You should discuss the intervention's history, including when it was developed and introduced, who the creator(s) of the intervention were, and the context of its development.
- **Treatment Implementation and Common Techniques:** Evidence-based interventions typically involve a series of stages or steps that clinicians follow to implement the intervention. Describe the general process of implementing the modality and give a description of the techniques or strategies used. Provide examples of how a social worker would implement them in practice.
- **Research Findings Regarding Efficacy:** Describe some of the evidence bases of the intervention. Detail at least three studies that showcase its efficacy. Describe some of the key elements (e.g., context, format, participants, outcomes) and results of the studies.
- **Strengths and Limitations:** Report on the intervention's strengths and limitations.

Description	Highly Developed
Papers Organization (relevant, legitimate, and follows syllabus topics)	The content of the paper is of high quality and written scientifically, using accurate sources and information. It adheres to the assignment description.
Paper Content (description and history of the treatment modality)	The paper provides a meaningful description of the history and development of the treatment modality. It helps place it in the context of other treatment options. The intervention’s creators are discussed and how the intervention was developed is fully explained.
Paper Content (treatment implementation and common techniques)	The stages or steps a clinician goes through to implement the intervention are outlined in detail. Many of the strategies or techniques are explained. Some methods are have examples or scenarios so it clear how to implement the techniques.
Paper Content (research findings regarding efficacy)	The presenters provide an insightful understanding of the effectiveness of the intervention. Three or more studies are used to provide the basis for efficacy. Key elements of the studies (context, format, participants, outcomes, etc.) are detailed in the discussion.
Paper Content (strengths and limitations of the selected treatment)	There is a detailed discussion of the strengths of the given intervention. Potential population and uses are described. The limitations of the interventions are also described. Limitations should include a discussion of what researchers have defined as needing more research regarding this
Scholarship, Clarity, and APA Formatting	The paper is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted throughout.
Following Assignment Requirements	Closely follows the assignment description and requirements.

Family Treatment Modality Research Paper Rubric



Sample Student Paper

1

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

Hannah K. Greenbaum
Department of Psychology, The George Washington University
PSYC 3170: Clinical Psychology
Dr. Tia M. Benedetto
October 1, 2019

2

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

A majority of Americans experience stress in their daily lives (American Psychological Association, 2017). Thus, an important goal of psychological research is to evaluate techniques that promote stress reduction and relaxation. Two techniques that have been associated with reduced stress and increased relaxation in psychotherapy contexts are guided imagery and progressive muscle relaxation (McGuigan & Lehrer, 2007). *Guided imagery* aids individuals in connecting their internal and external experiences, allowing them, for example, to feel calmer externally because they practice thinking about calming imagery. *Progressive muscle relaxation* involves diaphragmatic breathing and the tensing and releasing of 16 major muscle groups; together these behaviors lead individuals to a more relaxed state (Jacobson, 1938; Trakhtenberg, 2008). Guided imagery and progressive muscle relaxation are both cognitive behavioral techniques (Valom & Leszcz, 2005) in which individuals focus on the relationship among thoughts, emotions, and behaviors (White, 2000).

Group psychotherapy effectively promotes positive treatment outcomes in patients in a cost-effective way. Its efficacy is in part attributable to variables unique to the group experience of therapy as compared with individual psychotherapy (Bottomley, 1996; Valom & Leszcz, 2005). That is, the group format helps participants feel accepted and better understand their common struggles; at the same time, interactions with group members provide social support and models of positive behavior (Valom & Leszcz, 2005). Thus, it is useful to examine how stress reduction and relaxation can be enhanced in a group context.

The purpose of this literature review is to examine the research base on guided imagery and progressive muscle relaxation in group psychotherapy contexts. I provide overviews of both guided imagery and progressive muscle relaxation, including theoretical foundations and historical context. Then I examine guided imagery and progressive muscle relaxation as used on their own as well as in combination as part of group psychotherapy (see Baider et al., 1994, for more). Throughout the review, I

student title page, 2.3

paper title, 2.4, 2.27, Table 2.1, Figure 2.4

group author, 9.11

parenthetical citation of a work with two authors, 8.17

italics to highlight a key term, 6.22

parenthetical citation of a work with one author, 8.17

repeated citation needed, 8.1

use of first person, 4.16

narrative citation in parenthetical running text, 8.11

Put Particular Attention into Your APA Style Formatting



Additive Empathy and Interpretation

Practice with Client Statements

Review Skill Development and Exercises for Addictive Empathy and Interpretation

Client Statements on pp. 401–402.

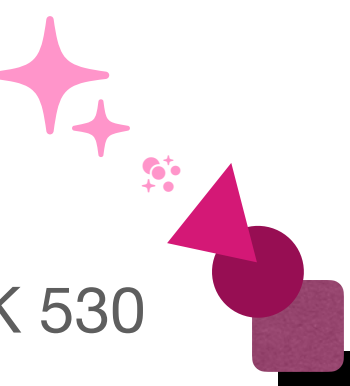
With a partner take turns going through each example and offering potential interpretations.

What would you say

Role-play saying it

Review and compare the modeled responses

pp. 402—403



Barriers to Change

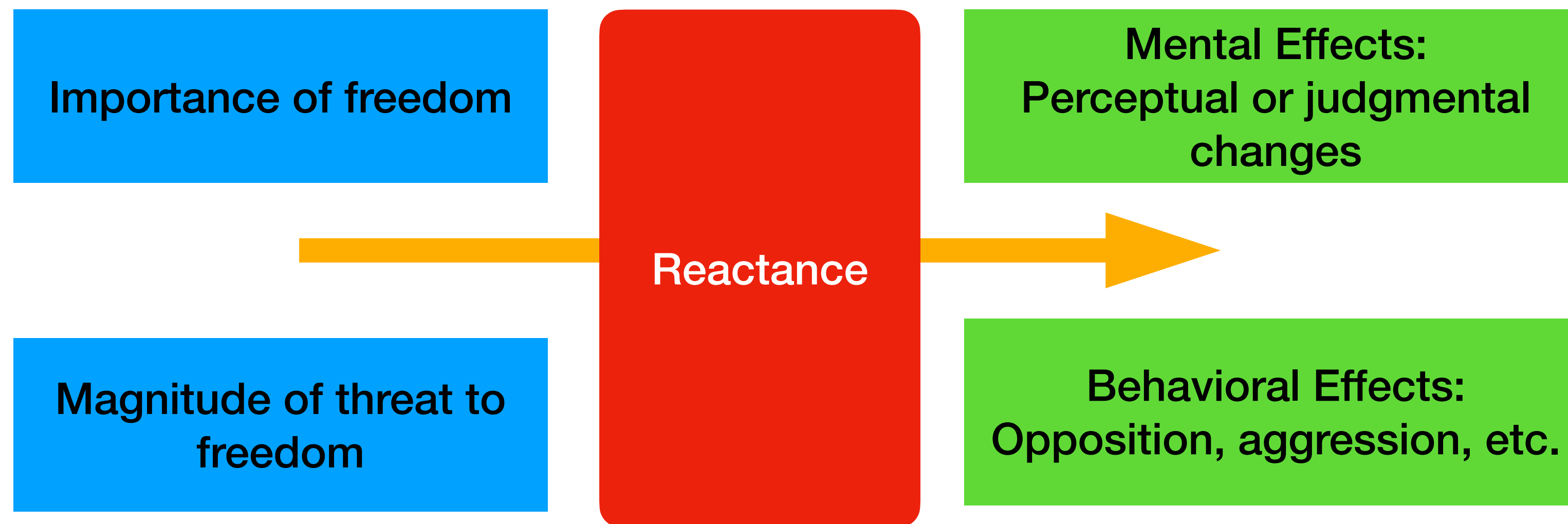
What Gets in the Way Sometimes

- Problematic social worker behavior
- Cross-racial and cross-cultural experiences
- Difficulties establishing trust
- Transference
- Countertransference



Reactance Theory

The Larger the Loss, the Larger the Reaction



Case Examples and Personal Reactions

How We Process Our Reactions to our Clients

(1) Pick one of the case examples

- Case Example 1 (p. 407)
- Case Example 2 (p. 411)
- Case Example 3 (p. 411)
- Case Example 4 (p. 412)
- Case Example 5 (p. 424)

(2) Consider Individually

- Reflect upon the circumstances of a case that precipitated a reaction
- Identify their beliefs, emotions, and feelings associated with their reaction and the effects that the reaction had on their ability to work with the client
- Identify whether the client was a member of a different (or same) racial, class, or cultural group
- Identify whether the reaction caused them to become under- or overinvolved in the case

Case Examples and Personal Reactions

How We Process Our Reactions to our Clients

(3) Work as a Group

Sharing

- **Share your case example** and reflection with the group.
- **Differentiate the reaction** you have to working with this client

Group Feedback

- **Brainstorm the influence reactions** could have on their ability to work with the client.
- **Problem-solve what steps could be taken** to address their reactions and uphold professional responsibility.

Potential Reasons for Reaction

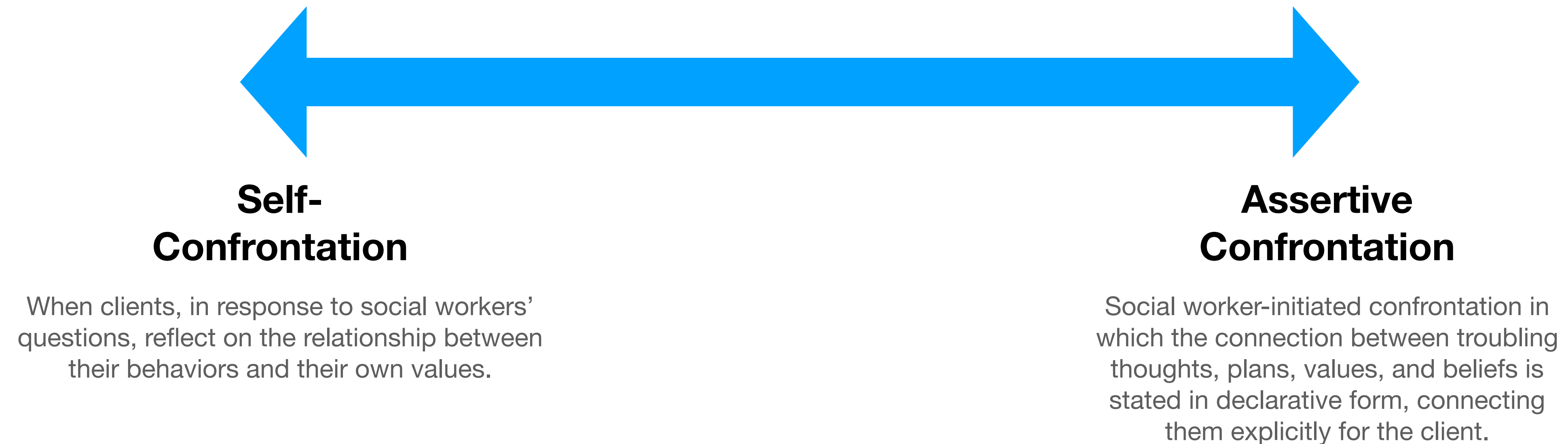
- Reality-based
- A distorted and over-generalized perception transferred from another relationship
- The result of the personal attributes of the client
- The client's behavior

We can become anxious when faced with clients' reactions or behaviors. In addition, it is common to feel nervous and uncomfortable when they have a certain feeling toward a client.



Confrontation

A Range of Confrontation Skills



Effective Assertive Confrontation

Four Elements

- Expression of concern
- A description of the client's purported goal, belief, or commitment
- The behavior (or absence of behavior) that is inconsistent or discrepant with the goal, belief, or commitment
- The probable negative outcomes of the discrepant behavior



Effective Assertive Confrontation

Illustrative Example

I am concerned because you (want, believe, are striving to)

(describe desired outcome)

but you (describe discrepant action, behavior, or inaction)

is likely to produce (describe probable negative consequences)

**Review Skill
Development and
Exercises for
Confrontation:
Situations and Dialog on
pp.403–404.**

**With a partner take turns
role playing responses and
talking through the
examples.**

