



Social Work 543 Virtual Academic Center Sections: 67132 and 67133

Social Work Practice with Individuals

Summer Semester, 2014

Instructor:	Edna Naito-Chan, PhD, LCSW	Course Day:	Wednesday
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I. COURSE PREREQUISITES

Social Work Practice with Individuals (SOWK 543) is built upon a liberal arts undergraduate foundation. First-year students are expected to have, and be able to draw upon, basic knowledge and theory found in various social science disciplines including psychology, sociology, anthropology, and biology.

II. CATALOGUE DESCRIPTION

Theory and principles underlying generic social work practice with primary emphasis on working with individuals.

III. COURSE DESCRIPTION

Given the complex and diverse urban/rural environments in which social workers practice and the diverse situations in which they intervene, a generalist social work education offers the best foundation for effective social work practice. SOWK 543 is designed to educate and prepare generalist social workers with the knowledge and skills needed to assess the person-in-environment configuration and decide which system(s)—individuals, families, groups, communities and/or organizations—are most appropriate for the focus of work and service provision.

Social Work Practice with Individuals (SOWK 543) introduces generalist social work principles emphasizing a systems perspective, the continuum of service delivery levels and modalities, a commitment to underserved and vulnerable populations. In addition, knowledge of the profession’s ethical standards, and the ethical dilemmas that occur as social work values and professional ethics are operationalized in practice.

The course takes a sequenced approach to teaching basic practice skills; students are exposed to the theory and necessary skills required to work with individuals in the engagement, assessment, intervention, termination and evaluation phases of treatment. Although the focus is on individual treatment, the person-in-environment and systems approach to practice are emphasized highlighting the necessity for multilevel intervention. The importance of research to social work practice is introduced as it applies to the understanding of client problems and the choice and effectiveness of interventions.

IV. COURSE OBJECTIVES

The Social Work Practice with Individuals course (SOWK 543) will:

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment which encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their ethics and how these variables may affect their ethical decision making in practice.
2	Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.
3	Demonstrate the importance of the role of empirical research and evidence-based practice as they apply to social work practice. The principles of evidence-based practice will be presented and students will have opportunity to apply the principles to clinical case studies.
4	Present foundation materials on the complex nature and scope of generalist social work practice, including the varied tasks and roles that social workers undertake as effective change agents. Emphasis will be placed on the importance of a systems paradigm and person-in-environment framework both of which show the interaction between the biological, psychological, social, and cultural systems.
5	Provide the theoretical foundation needed for students to develop core practice skills underlying social work service to individuals. Demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation and termination/evaluation phases). Provide students with commonly applied models of practice and experiential activities to practice clinical skills.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 543	Course Objective
1 Professional Identity		
2 Ethical Practice	*	1
3 Critical Thinking		
4 Diversity in Practice	*	2
5 Human Rights & Justice		
6 Research Based Practice	*	3
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts		
10 Engage, Assess, Intervene, Evaluate	*	4 & 5

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	<ol style="list-style-type: none"> 1. Recognize and manage personal values in a way that allows professional values to guide practice. 2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. 3. Tolerate ambiguity in resolving ethical conflicts. 4. Apply strategies of ethical reasoning to arrive at principled decisions. 	<p>Written Paper (Assignment 1)</p> <p>Student Written Response to an Ethical Dilemma Case (ungraded)</p> <p>Class Participation</p>
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, 	<ol style="list-style-type: none"> 5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 6. Recognize and communicate understanding of the importance of difference in shaping life experiences. 7. Partner with diverse multicultural client populations, viewing themselves as learners and the clients as informants and “experts”. 	<p>Written Paper (Assignment 1, 2, & 3)</p> <p>End of Year Student Survey</p>

<p>gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</p> <ul style="list-style-type: none"> ▪ Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 		
<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> ▪ Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. ▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	<p>8. Use practice experience to inform scientific inquiry.</p>	<p>Written Paper (Assignment 1 & 2)</p>
	<p>9. Use research evidence to inform practice.</p>	<p>Written Paper (Final Part III)</p>
<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances 	<p>10. Engagement: Substantively and affectively prepare for action with individuals. Use empathy and other interpersonal interviewing skills. Develop a mutually agreed upon focus of work and desired outcomes.</p>	<p>Written Paper (Assignment 1)</p>
	<p>11. Assessment: Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed upon intervention goals and objectives. Select appropriate intervention strategies.</p>	<p>Written Paper (Assignment 2) Written Paper (Final Parts I & II)</p>

<ul style="list-style-type: none"> ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice 	<p>12. Intervention:</p> <ul style="list-style-type: none"> Implement actions to achieve agency-related goals. Implement prevention interventions that enhance client capacities. Help clients resolve problems. Negotiate, mediate, and advocate for clients. Facilitate transitions and endings. 	Written Paper (Final Part III)
	<p>13. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	Written Paper (Final Part IV)

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Engagement Phase: Examination of Self and Other	Week 5 June 18th	20%
Assignment 2: Midterm: Psychosocial Assessment Parts I and II	Week 9 July 16th	30%
Assignment 3: Final: Psychosocial Assessment Parts 1,2,3,4	Week 15 August 27th	40%

Each of the major assignments is described below.

Assignment 1, Due June 18th @ 11:59pm PST, Week 5

This assignment will focus on examining similarities and differences in engagement strategies with clients. Each student will first conduct a self-examination of how he or she would prefer to be engaged in a professional social work relationship as a client, determining what personal and cultural values, beliefs and preferences are held. This will then be contrasted by selecting a hypothetical “client” who will differ in diversity profile from the student (e.g., racial, ethnic, gender, sexual orientation or other characteristics) A similar analysis of the engagement phase with this hypothetical client will be conducted, focusing on cultural values, beliefs, and behaviors that are described in the literature as related to the chosen diversity profile. Concepts must be supported by the professional literature. A detailed description of the assignment will be distributed in class.

This assignment relates to student learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, and 10.

Assignment 2, Due July 16th @ 11:59pm PST, Week 9

This assignment involves developing the first two sections of a psychosocial assessment with a client from field practice. A detailed psychosocial assessment framework will be presented in class. In the first two sections, the student will present significant information (the facts) about the client and then formulate a professional explanation of the client and his/her circumstances based upon the student’s theoretical understanding. A detailed description of the assignment will be distributed in class.

This assignment relates to student learning outcomes 5, 6, 7, 8, and 11.

Assignment 3: Due August 27th Finals Week 15 at 11:59 p.m. PST

This assignment involves four parts. The first part is a revision of the first two parts of the psychosocial assessment from assignment 2, incorporating instructor feedback. The second part involves a literature search and identifying three evidence-based practice interventions potentially appropriate for the case, as well as a critical explanation of selecting an intervention from among the three. Part 3 is a detailed description and explanation of how the intervention will be applied to the case. Part 4 is a critical review of the case, including potential barriers and limitations and expected effect of treatment for the client. A detailed description of the assignment will be distributed in class.

This assignment relates to student learning outcome 5, 6, 7, 9, 11, 12, and 13.

Class Participation (10% of Course Grade)

It is expected that you will attend class regularly, participate substantively in class discussions and activities, and submit your work promptly. Failure to meet these expectations will result in a reduction in your grade.

Your involvement in this class is vital to your growth as a social work practitioner. You will be asked to discuss the assigned material and participate in role-playing and other exercises in class. Having the "right" answers is not nearly as important as being willing to explore your own ideas and to engage with new information and ideas of others in the class. Your presence in class as well as being prepared to participate in critical discussion by having read and considered the assigned materials, is essential. Participation in class forum discussions on the course wall also constitute meaningful class participation.

Class grades are based on the following:

Class Grades		Final Grade	
3.85 – 4.00	A	92.5 – 100	A
3.60 – 3.84	A-	89.5 – 92.4	A-
3.25 – 3.59	B+	86.5 – 89.4	B+
2.90 – 3.24	B	82.5 – 86.4	B
2.60 – 2.89	B-	80.5 – 82.4	B-
2.25 – 2.59	C+	76.5 – 80.4	C+
1.90 – 2.24	C	73.5 – 76.4	C
		70.5 – 73.4	C-

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Davis, M., Eshelman, E. R., & McKay, M. (2008). *The relaxation & stress reduction workbook* (6th ed.). Oakland CA: New Harbinger Publications, Inc.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Recommended Textbook

The following text may be helpful to students in a general way while in the MSW program. It is not specifically related to this class, and is not a required text.

Sowers K. M. & Thyer, B. A. (2006). *Getting your MSW: How to survive and thrive in a social work program*. Chicago: Lyceum Books, Inc.

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) in the USC Leavey Library under faculty name of Lead Course Instructor.

Course Schedule—Detailed Description**Unit 1: May 21, 2014****Overview of Social Work Practice: A Generalist Social Work Model****Topics**

- Social Work Competencies
- Social Work Roles
- The Value and Ethical Base of Social Work
- Introduction to Evidence-Based Practice

This session relates to course objectives 1-5.

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Direct practice: Domain, philosophy, roles. In *Direct social work practice: Theory and skills* (9th ed., chap. 2, pp. 25-34). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Operationalizing the cardinal social work values. In *Direct social work practice: Theory and skills* (9th ed., chap. 4, pp. 57-85). Belmont, CA: Brooks/Cole, Cengage Learning.

Mullen, E. J. & Streiner, D. L. (2004). The evidence for and against evidence-based practice. *Brief Treatment and Crisis Intervention*, 4(2), 111-121.

Unit 2: May 28, 2014**Multicultural Social Work in an Urban/Rural Environment****Topics**

- Multicultural Social Work
- Lesbian, Gay, Bisexual, and Transgender Populations (LGBT)
- Immigrant Populations

This session relates to course objectives 1 and 2.

Required Readings

Canda, E. R. & Furman, L. D. (2010). Ethical guidelines for spiritually sensitive and culturally appropriate practice. In *Spiritual diversity in social work practice: the heart of helping* (2nd ed. pp. 286-313). New York: Oxford University Press.

Eubanks-Carter, C; Burckell, L; & Goldfried, M. (2005). Enhancing therapeutic effectiveness with lesbian, gay, and bisexual clients. *Clinical Psychology*, 12(1), 1-18.

Graham, J; Bradshaw, C, and Trew, J. (2010). Cultural considerations for social service agencies working with Muslim clients. *Social Work*. 55(4). pp. 337-346.

Jackson, E. and Samuels, G. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. *Social Work*. 56(3). pp.235- 245.

Jim, J. & Pistrang, N. (2007). Culture and the therapeutic relationship: Perspectives from Chinese clients. *Psychotherapy Research*, 17(4), 2007, 461-473.

Waller, M. (2006). Strengths of indigenous peoples. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (4th ed. pp. 48-60). Boston: Pearson/Allyn and Bacon.

Recommended Readings

Boyd-Franklin, N. (2003). African-American families: The cultural and racial context. Overview. In *Black families in therapy: Understanding the African American experience* (2nd ed., pp. 3-27). New York: Guilford Press. (classic)

Canda, E. R. & Furman, L. D. (1999). Religious perspectives on social service and their insights for social work practice. In *Spiritual diversity in social work practice: The heart of helping* New York: The Free Press. 119-154.
(Instructor Note: Good overview of many religions.)

Goldberg, M. (2000). Conflicting principles in multicultural social work. *Families in Society*, 81(1), 12-21.

Perrilla, J. (1999). Domestic violence as a human rights issue: The case of immigrant Latinos. *Hispanic Journal of Behavioral Sciences*, 21(2), 107-133.

Unit 3: June 4, 2014

Social Work Practice with Individuals: A Systems Perspective

Topics

- The Initial Phase: Building the Relationship
- Engagement, Empathy and Exploration
- Evidence-Based Practice Aspects of Relationship

This session relates to course objectives 3, 4 and 5.

Required Readings

Gerdes, K. and Segal, E. (2011). Importance of empathy for social work practice: integrating new science. *Social Work*. 56(2). pp.141-148.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Relationship building skills. In *Direct social work practice: Theory and skills* (9th ed., chap. 5, pp. 89-133). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Verbal following, exploring, focusing skills. In *Direct social work practice: Theory and skills* (9th ed., chap. 6, pp. 135-164). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Eliminating counterproductive communication patterns. In *Direct social work practice: Theory and skills* (9th ed., chap. 7, pp. 165-183). Belmont, CA: Brooks/Cole, Cengage Learning.

Lambert, M. J. & Barley, D. E. (2002). Research summary on the therapeutic relationship and psychotherapy outcome. In J. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (pp. 17-32). New York: Oxford University Press.

Woods, M. E. & Hollis, F. (2000). Sustainment, direct influence, exploration-description, ventilation. In *Casework: A psychosocial therapy* (5th ed., chap. 5, pp. 131-152). New York: McGraw-Hill.

Recommended Readings

Bohart, A. C., Elliot, R., Greenberg, L. S., & Watson, J. C. (2002). Empathy. In J. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (89-108). New York: Oxford University Press.

- Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. *Social Work*, 52(3), 251-259.
- Grote N., Zuckoff A., Swartz, H., Bledsoe S., & Geibel, S. (2007). Engaging women who are depressed and economically disadvantaged in mental health treatment. *Social Work*, 52(4), 295-308.
- Martin, D. J., Garske, J. P. & Davis, M. K. (2000). Relation of the therapeutic alliance with outcome and other variables: A meta-analytic review. *Journal of Consulting and Clinical Psychology*, 68(3), 438-450.

Unit 4: June 11, 2014

Introduction to the Psychosocial Assessment

Topics

- Overview of Phases of Treatment
- Focus on Study section
- Interviewing Techniques
- The EcoMap

This session relates to course objectives 4 and 5.

Required Readings

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Assessment: Exploring & understanding problems and strengths. In *Direct social work practice: Theory and skills* (9th ed., chap. 8, pp. 185-213). Belmont, CA: Brooks/Cole, Cengage Learning.

Unit 5: June 18, 2014

Psychosocial Assessment

ASSIGNMENT 1 DUE

Topics

- Focus on Assessment section

This session relates to course objective 4 and 5.

Required Readings

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Assessment: Intrapersonal, interpersonal, and environmental factors. In *Direct social work practice: Theory and skills* (9th ed., chap. 9, pp. 215-249). Belmont, CA: Brooks/Cole, Cengage Learning.
- Woods, M. E. & Hollis, F. (2000). Reflective discussion of the person-situation configuration. In *Casework: A psychosocial therapy* (5th ed., chap. 6, pp. 153-166). New York: McGraw-Hill.

Unit 6: June 25, 2014

Psychosocial Assessment

Topics

- DSM: An Assessment tool
- Cultural Issues in Assessment
- Spiritual Issues
- Assessment of Child Abuse
- Assessment of Depression and Suicidal Risk

This session relates to course objectives 1, 2, 4, and 5.

Required Readings

- Baumann, A; J. Kuhlber; L. Zayas. (2010). Familism, mother-daughter mutuality, and suicide attempts of adolescent Latinas. *Journal of Family Psychology*. 24(5). October. pp. 616-624.

- Bell-Tolliver, L. and Wilkerson, P. (2011). The use of spirituality and kinship as contributors to successful therapy outcomes with African American families. *Journal of Religion and Spirituality in Social Work*. 30(1). 48-70.
- Diller, J. V. (2007). Working with culturally different clients. In *Cultural diversity* (3rd ed.), pp. 158-175). Belmont CA: Thomson Brooks/Cole.
- Frazer, P., Westhuis, D., Daley, J., & Phillips, I. (2009). How clinical social workers are using the DSM-IV: a national study. *Social Work in Mental Health*, 7(4), 325-339.
- Organista, K. (2009). New practice model for Latinos in need of social work services. *Social Work*. 54(4). pp. 297-305.
- Ringel, S. (2005). Therapeutic dilemmas in cross-cultural practice with Asian American adolescents. *Child and adolescent Social Work Journal*. 22(1). pp.57-69.

Recommended Readings

- McQuaide, S. (1999). A social worker's use of the diagnostic and statistical manual. *Families in Society*, 80(4), 410-416.
(Instructor Note: An old but interesting article on the pros and cons of the DSM.)

Unit 7: July 2, 2014

Psychosocial Assessment

Topics

- Assessment of Substance Abuse
- Assessment of Domestic Violence
- Evidence Based Assessment and Intervention
- Intervention Planning
- Goals and Contracting

This session relates to course objectives 3, 4, and 5 .

Required Readings

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Developing goals and formulating a contract. In *Direct social work practice: Theory and skills* (9th ed., chap. 12, pp. 327-375). Belmont, CA: Brooks/Cole, Cengage Learning.
- Jani, J; Ortiz, L; and Aranda, M. (2012). Latino outcome studies in social work: a review of the literature. *Research in Social Work Practice*. 19(2). pp. 179-194.
- Thyer, BA. (2004). What is evidence-based practice? *Brief Treatment and Crisis Intervention*, 4(2), 167-176.
- Verney, S. & Kipp, B. (2007). Acculturation and alcohol treatment in ethnic minority populations: Assessment issues and implications. *Alcoholism Treatment Quarterly*, 25(4), 47-61.

Recommended Readings

- Amodeo, M. & Jones, L. K. (1997). Viewing alcohol and other drug use cross culturally: A cultural framework for clinical practice. *Families in Society*, 78(3), 240-254.
- Scarborough, M., Lewis, C., & Kulkarni, S. (2010). Enhancing adolescent brain development through goal-setting activities. *Social Work*, 55(3). 276-278.

Vourlekis, B., Ell, K., & Padgett, D. (2005). Evidence-based assessment in case management to improve abnormal cancer screen follow-up. *Health and Social Work, 30*(2), 98-106.

Unit 8: July 9, 2014

Overcoming Barriers to the Therapeutic Relationship

Topics

- Transference and Countertransference
- The Involuntary Client
- Stages of Change

This session relates to course objectives 4 and 5.

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Managing barriers to change. In *Direct social work practice: Theory and skills* (9th ed., chap. 18, pp. 557-587). Belmont, CA: Brooks/Cole, Cengage Learning.

Maiter, S. and Stalker, C. (2011). South Asian immigrants' experience of child protection services: are we recognizing strengths and resilience? *Child and family social work*.16. pp. 138-148.

Norcross, J. & Prochaska, J. (2002). Using the stages of change. *Harvard Mental Health Letter, 18*(11), 5-7.

Recommended Readings

Peled, E., Eisikovits, Z., Enosh, G., & Winstok, Z. (2000). Choice and empowerment for battered women who stay: Toward a constructivist model. *Social Work, 45*(1), 9-25.

Rooney, R. H. (2009). Influencing behaviors and attitudes. In *Strategies for work with involuntary clients* (chap. 4). New York: Columbia University Press.

Rooney, R. H. (2009). Introduction to involuntary practice. In *Strategies for work with involuntary clients* (chap. 1). New York: Columbia University Press.

A Note About Units 9 through 13

It is recognized that there is some overlap among the next 5 sessions. For example, crisis intervention often includes affect regulation techniques; cognitive components may be found in some aspects of behaviorally oriented interventions, etc. Social Workers typically draw upon many different models of practice in order to design an intervention strategy that recognizes each client's individuality. The topics of the following weeks are separated artificially for teaching and learning purposes but they should not be thought of as discretely different and unrelated.

Unit 9: July 16, 2014

Implementing Interventions: Models of Practice

ASSIGNMENT 2 DUE @ 11:59pm PST

Topics

- Crisis Intervention Model

This session relates to course objectives 4 and 5.

Required Readings

Golan N. (1978). Identifying and defining the crisis situation. In *Treatment in crisis situations* (pp. 61-79). New York: The Free Press. (Instructor Note: A classic text on crisis intervention.)

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Planning and implementing change-oriented strategies. In *Direct social work practice: Theory and skills* (9th ed., chap. 13, pp. 379-407). Belmont, CA: Brooks/Cole, Cengage Learning.
(Instructor Note: Section on crisis intervention.)

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Developing resources, organizing. In *Direct social work practice: Theory and skills* (9th ed., chap. 14, pp. 439-453). Belmont, CA: Brooks/Cole, Cengage Learning.

Jones, L; Hopson, L; and Gomes, A.M. (2012). Intervening with African-Americans: Culturally specific practice considerations. *Journal of Ethnic and Cultural Diversity in Social Work*. 21, 37-54.

Recommended Readings

Golan N. (1978). Professional intervention: Steps in the model. In *Treatment in crisis situations* (chap. 5, 80-95). New York: The Free Press.

Golan N. (1978). Treatment methods, strategies, and techniques. In *Treatment in crisis situations* (chap. 6, pp. 96-117). New York: The Free Press.

Unit 10: July 23, 2014

Implementing Interventions: Models of Practice

Topics

- Ego-Oriented Intervention

This session relates to course objectives 4 and 5.

Required Readings

Goldstein, E. G. (1995). The nature of ego-oriented intervention. In *Ego psychology and social work practice* (pp. 166-199). New York: The Free Press.
(Instructor Note: A classic ego psychology text.)

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Additive empathy, interpretation, and confrontation. In *Direct social work practice: Theory and skills* (9th ed., chap. 17, pp. 535-555). Belmont, CA: Brooks/Cole, Cengage Learning.

Luborsky, L. & Barrett, M. S. (2006). The history and empirical status of key psychoanalytic concepts. *Annual Review of Clinical Psychology*, 2, 1-19.

Shedler, J. (2010) The efficacy of psychodynamic psychotherapy. *American Psychologist*, Feb-Mar.

Woods, M. E. & Hollis, F. (2000). Reflective consideration of pattern-dynamic and developmental factors. In *Casework: A psychosocial therapy* (5th ed., chap. 7, pp. 167-184). New York: McGraw-Hill.

Recommended Readings

Liggan, D. Y. & Kay, J. (2006). Race in the room: Issues in the dynamic psychotherapy of African-Americans. In R. Moody & S. Palmer (Eds.), *Race, culture and psychotherapy* (pp. 100-113). London: Routledge Taylor & Francis Group.

Unit 11: July 30, 2014

Implementing Interventions: Models of Practice

Topics

- Cognitive Behavioral Interventions (Part 1)
- Behavioral Techniques

This session relates to course objectives 4 and 5.

Required Readings

- Davis, M., Eshelman, E. R., & McKay, M. (2008). Assertiveness training. In *The relaxation & stress reduction workbook* (6th ed., chap. 17, pp. 249-278). Oakland CA: New Harbinger Publications, Inc.
- Leichsenring, F., Hiller, W., Weissberg, M., & Leibing, E. (2006). Cognitive-behavioral therapy and psychodynamic psychotherapy: Techniques, efficacy, and indications. *American Journal of Psychotherapy*, 60(3), 233-259.
- Thomlison, B. & Thomlison, R. J. (1996). Behavior theory and social work treatment. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (pp. 39-68). New York: The Free Press.
(Instructor Note: A chapter describing classic behavioral methods.)

Unit 12: August 6, 2014**Implementing Interventions: Models of Practice****Topics**

- Cognitive Behavioral Interventions (Part 2)
- Cognitive-Restructuring

This session relates to course objectives 4 and 5.

Required Readings

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). Planning and implementing change oriented strategies. In *Direct social work practice: Theory and skills* (9th ed., chap. 13, pp. 408-422). Belmont, CA: Brooks/Cole, Cengage Learning.
(Instructor Note: Section on cognitive restructuring.)
- Hodges, J. & Oei, T. P. S. (2007). Would Confucius benefit from psychotherapy? The compatibility of cognitive behavior therapy and Chinese values. *Behavior Research and Therapy*, 45, 901-914.

Recommended Readings

- Davis, M., Eshelman, E. R., & McKay, M. (2008). Coping skills training for fears. In *The relaxation & stress reduction workbook* (6th ed., chap. 14, pp. 167-203). Oakland CA: New Harbinger Publications, Inc.
- Davis, M., Eshelman, E. R., & McKay, M. (2008). Facing worry and anxiety. In *The relaxation & stress reduction workbook* (6th ed., chap. 13, pp. 157-186). Oakland CA: New Harbinger Publications, Inc.
- Davis, M., Eshelman, E. R., & McKay, M. (2008). Refuting irrational ideas. In *The relaxation & stress reduction workbook* (6th ed., chap. 12, pp. 135-156). Oakland CA: New Harbinger Publications, Inc.
- Hodge D. & Nadir, A. (2008). Moving toward culturally competent practice with Muslims: Modifying cognitive therapy with Islamic tenets. *Social Work*, 53(1), 31-41.
- Wells, R. A. (1994). Cognitive restructuring methods. In *Planned short-term treatment* (2nd ed., pp. 207-227). New York: The Free Press. (Instructor Note: A classic text.)

Unit 13: August 13, 2014**Implementing Interventions: Models of Practice****Topics**

- Affect Regulation Techniques

This session relates to course objectives 4 and 5.

Required Readings

- Davis, M., Eshelman, E. R., & McKay, M. (2008). Autogenics. In *The relaxation & stress reduction workbook* (6th ed., chap. 9, pp. 99-108). Oakland CA: New Harbinger Publications, Inc.
- Davis, M., Eshelman, E. R., & McKay, M. (2008). Progressive relaxation. In *The relaxation & stress reduction workbook* (6th ed., chap. 4, pp. 41-46). Oakland CA: New Harbinger Publications, Inc.
- Davis, M., Eshelman, E. R., & McKay, M. (2008). Visualization. In *The relaxation & stress reduction workbook* (6th ed., chap. 6, pp. 65-73). Oakland CA: New Harbinger Publications, Inc.
- Davis, M., Eshelman, E. R., & McKay, M. (2008). Breathing. In *The relaxation & stress reduction workbook* (6th ed., chap. 3, pp. 27-40). Oakland CA: New Harbinger Publications, Inc.

Recommended Readings

- Baer, R. A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology: Science and Practice*, 10(2), 125-143.
- Davis, M., Eshelman, E. R., & McKay, M. (2008). Body awareness. In *The relaxation & stress reduction workbook* (6th ed., chap. 2, pp. 19-26). Oakland CA: New Harbinger Publications, Inc.
- Davis, M., Eshelman, E. R., & McKay, M. (2008). How you react to stress. In *The relaxation & stress reduction workbook* (6th ed., chap. 1, pp. 1-18). Oakland CA: New Harbinger Publications, Inc.

Unit 14: August 20, 2014**Working with Children****Topics**

- Working with Children

This session relates to course objectives 4 and 5.

Required Readings

- Hall, T; Kaduson, H; and Schaefer, C. (2002). Fifteen effective play therapy techniques. *Professional Psychotherapy*, 33(6), 515-522.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2010). *Direct social work practice: Theory and skills* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
(Instructor Note: Review the sections listed below within chapters previously assigned.)

“Assessment” section, pp. 209-211

“Depression and suicidal risk” section, pp. 230-231

Unit 15: August 27, 2014

Termination, Evaluation & Follow-Up

****** ASSIGNMENT 3 DUE @ 11:59pm PST******

Topics

- Termination, Evaluation & Follow-Up

This session relates to course objectives 4 and 5.

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2012). The final phase: Evaluation and termination. In *Direct social work practice: Theory and skills* (9th ed., chap. 19, pp. 591-607). Belmont, CA: Brooks/Cole, Cengage Learning.

FINAL ASSIGNMENT DUE AUGUST 27TH AT 11:59PM PST

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (maryharr@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work or assignments that will be missed due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. VAC students should contact Ed Roth, Director of the DSP office, at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on the UPC campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2 for recorded announcements, events, emergency communications, or critical incident information.

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the “all clear” by emergency personnel.

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of

people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact either Dr. Eugenia Weiss (Weiss@usc.edu) or Dr. Mary Beth Harris (maryharr@usc.edu), VAC Practice Sequence Coordinators. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Leslie Wind, Associate Dean of Academic and Student Affairs (wind@usc.edu) or Dr. June Wiley (june.wiley@usc.edu) Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE AND SUCCESS IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, view, read, and study the asynchronous materials!
- ✓ Review the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask questions AND to participate in class discussions.
- **** **BEGIN WORK ON ASSIGNMENTS WELL IN ADVANCE OF THE SUBMISSION DATE!******
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, through email, and/or make an appointment to meet or talk with the instructor.
- ✓ Keep up with the assigned readings.

ONCE AGAIN: Begin work on assignments well in advance of the submission date!
