



## **Social Work 543**

### **Social Work Practice with Individuals**

**3 Units**

***Instructor:***

***Office: VAC***

***Office Hours: Thur. 1:00 – 2:00 MST and by appointment***

***Course Day: Thursday***

***Course Time:***

#### **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><b>Ethical Practice</b>—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> <li>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ul>	<ol style="list-style-type: none"> <li>1. Recognize and manage personal values in a way that allows professional values to guide practice.</li> <li>2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</li> <li>3. Tolerate ambiguity in resolving ethical conflicts.</li> <li>4. Apply strategies of ethical reasoning to arrive at principled decisions.</li> </ol>	<p>Written Paper (Assignment 1)</p> <p>Student Written Response to an Ethical Dilemma Case (ungraded)</p> <p>Class Participation</p>
<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity,</li> </ul>	<ol style="list-style-type: none"> <li>5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</li> <li>6. Recognize and communicate understanding of the importance of difference in shaping life experiences.</li> <li>7. Partner with diverse multicultural client populations, viewing themselves as learners and the clients as informants and “experts”.</li> </ol>	<p>Written Paper (Assignment 1, 2, &amp; 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"> <li>▪ 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.</li> </ul>		
<p><b>Research Based Practice</b>—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"> <li>▪ 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.</li> <li>▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</li> </ul>	<p>8. Use practice experience to inform scientific inquiry.</p>	<p>Written Paper (Assignment 1 &amp; 2)</p>
	<p>9. Use research evidence to inform practice.</p>	<p>Written Paper (Final Part III)</p>
<p><b>Engage, Assess, Intervene, Evaluate</b>—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"> <li>▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals</li> <li>▪ Using research and technological advances</li> <li>▪ Evaluating program outcomes and</li> </ul>	<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 &amp; II)</p>

practice effectiveness <ul style="list-style-type: none"> <li>▪ Developing, analyzing, advocating, and providing leadership for policies and services</li> <li>▪ Promoting social and economic justice</li> </ul>	12. Intervention: 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)
	13. Evaluation: Critically analyze, monitor, and evaluate interventions.	Written Paper (Final Part IV)

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Engagement Phase: Examination of Self and Other</b>	5 <sup>th</sup> week	20%
<b>Assignment 2: Midterm: Psychosocial Assessment Parts I and II</b>	9 <sup>th</sup> week	30%
<b>Assignment 3: Final: Revised Psychosocial Assessment Parts I and II</b> <b>Final: Psychosocial Assessment Parts III and IV</b>	Finals week	10% 30%

Each of the major assignments is described below.

**Assignment 1**

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.

**Due: Week 5**

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

**Assignment 2**

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.

**Due: Week 9**

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

**Assignment 3**

This assignment involves two parts. The first part offers opportunity to revise and improve the first two parts of the psychosocial assessment from assignment 2, incorporating instructor feedback. The second part involves developing the third section of the psychosocial assessment (based on the diagnostic understanding), which deals with developing an intervention strategy. A discussion and critical analysis of existing evidence-based practice interventions appropriate to the intervention strategy will also be included. A detailed description of the assignment will be distributed in class.

**Due: Finals week**

Parts I and II of this assignment relate to student learning outcome 5, 6, 7, and 11.

Part III and IV of this assignment relates to student learning outcomes 5, 6, 7, 9, 12, and 13.

**Class Participation (10% of Course Grade)**

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion is essential. Participation in the course website (message board/chat room) also constitutes meaningful class participation.

Class grades will be 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* (6<sup>th</sup> 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* (9<sup>th</sup> 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) under the name of lead instructor Mary Beth Harris.

## Course Schedule—Detailed Description

### Unit 1: 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* (9<sup>th</sup> 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* (9<sup>th</sup> 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: 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* (2<sup>nd</sup> 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* (4<sup>th</sup> 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* (2<sup>nd</sup> 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: 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* (9<sup>th</sup> 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* (9<sup>th</sup> 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* (9<sup>th</sup> 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* (5<sup>th</sup> 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: 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* (9<sup>th</sup> ed., chap. 8, pp. 185-213). Belmont, CA: Brooks/Cole, Cengage Learning.

#### Unit 5: Psychosocial Assessment

##### 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* (9<sup>th</sup> 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* (5<sup>th</sup> ed., chap. 6, pp. 153-166). New York: McGraw-Hill.

#### Unit 6: 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* (3<sup>rd</sup> 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: 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* (9<sup>th</sup> 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: Overcoming Barriers to the 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* (9<sup>th</sup> 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: Implementing Interventions: Models of Practice****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* (9<sup>th</sup> 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* (9<sup>th</sup> 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: 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* (9<sup>th</sup> 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* (5<sup>th</sup> 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: 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* (6<sup>th</sup> 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: 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* (9<sup>th</sup> 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* (6<sup>th</sup> 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* (6<sup>th</sup> 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* (6<sup>th</sup> 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* (2<sup>nd</sup> ed., pp. 207-227). New York: The Free Press. (Instructor Note: A classic text.)

## Unit 13: 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* (6<sup>th</sup> 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* (6<sup>th</sup> 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* (6<sup>th</sup> 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* (6<sup>th</sup> 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* (6<sup>th</sup> 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* (6<sup>th</sup> ed., chap. 1, pp. 1-18). Oakland CA: New Harbinger Publications, Inc.

## Unit 14: Working with Children \*

### Topics

#### ■ Working with Children

This session relates to course objectives 4 and 5.

\*The content of this Unit is incorporated into other Units since this date falls on Thanksgiving.

### 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* (8<sup>th</sup> 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: Termination, Evaluation & Follow-Up

### 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* (9<sup>th</sup> ed., chap. 19, pp. 591-607). Belmont, CA: Brooks/Cole, Cengage Learning.

## FINAL ASSIGNMENT Due Day 1 of Finals Week

## University Policies and Guidelines

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### 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 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 which will be missed, or to reschedule an examination, 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 located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

### XII. EMERGENCY RESPONSE INFORMATION

**Note:** The following Emergency Response Information pertains to students on 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	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	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. In most circumstances this means that the grade will be lowered by 5% for each day it is late.

**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 the chair of the Practice Sequence, Dr. Doni Whitsett. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [rmaiden@usc.edu](mailto:rmaiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance

## **XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE 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, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ 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, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Above all, avoid procrastination or postponing working on assignments.*

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