**Social Work 600**

**Social Work Assessment**

**2 Units**

***Summer 2015***

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# Course Prerequisites

Social Work Assessment is built on a Bachelor of Social Work undergraduate foundation and is designed to further and enhance practice skills introduced during the undergraduate education.

# Catalogue Description

Theory and principles underlying generic social work practice with primary emphasis on psychosocial assessment.

# 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. This course 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.

The course takes a sequenced approach to teaching students the theory and necessary skills required to work with individuals in the engagement and assessment phases of treatment.

# Course Objectives

The Social Work Assessment course will:

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | 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. |
| 2 | 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. |
| 3 | 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. |

# 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.

# 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** | **\*** |  |
| 3 | **Critical Thinking** |  |  |
| **4** | **Diversity in Practice** | **\*** | **1** |
| 5 | **Human Rights & Justice** |  |  |
| **6** | **Research Based Practice** | **\*** | **2** |
| 7 | **Human Behavior** |  |  |
| 8 | **Policy Practice** |  |  |
| 9 | **Practice Contexts** |  |  |
| **10** | **Engage, Assess, Intervene, Evaluate** | **\*** | **3 & 4** |

\* 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** |
| --- | --- | --- |

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| --- | --- | --- |
| **Diversity in Practice**―Engage diversity and difference in practice.  Social workers competent in Diversity in Practice:   * 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, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. * 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. | 1. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | Written Paper (Assignment 1, 2, & 3)  End of Year Student Survey |
| 1. Recognize and communicate understanding of the importance of difference in shaping life experiences. |
| 1. Partner with diverse multicultural client populations, viewing themselves as learners and the clients as informants and “experts”. |
|  |
| **Research Based Practice**―Engage in research-informed practice and practice-informed research.  Social workers competent in Research Based Practice:   * 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. | 1. Use practice experience to inform scientific inquiry. | Written Paper (Assignment 1 & 2) |
| 1. Use research evidence to inform practice. | Written Paper (Final Part III) |

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| **Engage, Assess, Intervene, Evaluate**―Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.  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.   * Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals * Using research and technological advances * Evaluating program outcomes and practice effectiveness * Developing, analyzing, advocating, and providing leadership for policies and services * Promoting social and economic justice | 1. 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. | Written Paper (Assignment 1) |
| 1. Assessment:   Collect, organize, and interpret client data.  Assess client strengths and limitations.  Develop mutually agreed upon intervention goals and objectives.  Select appropriate intervention strategies. | Written Paper (Assignment 2)  Written Paper (Final Parts I & II) |
| 1. 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) |
| 1. Evaluation: Critically analyze, monitor, and evaluate interventions. | Written Paper (Final Part lV) |

# Course Assignments, Due Dates & Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Midterm: Psychosocial Assessment Parts I and II** |  | 40% |
| **Final: Revised Psychosocial Assessment Parts I and II**  **Final: Psychosocial Assessment Parts III and lV** |  | 10%  40% |

Each of the major assignments is described below.

## Assignment 1 (Midterm)

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 4**

*This assignment relates to student learning outcomes 5, 6, 7, 8, and 9.*

## Assignment 2 (Final)

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: Last day of class**

*Parts I and II of this assignment relate to student learning outcome 5, 6, 7, and 9.*

*Part III and lV of this assignment relates to student learning outcomes 5, 6, 7, and 9.*

## 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 on a course website (message board/chat room) if developed, 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- | | 79.5 – 82.4 | B- |
| 2.25 – 2.59 | C+ | | 76.5 – 79.4 | C+ |
| 1.90 – 2.24 | C | | 73.5 – 76.4 | C |
|  |  | | 70.5 – 73.4 | C- |

# Required and supplementary instructional materials & Resources

## Required Textbooks

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.

## Recommended

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). The textbooks have also been placed on reserve at Leavey Library.

**Course Schedule―Detailed Description**

|  |
| --- |
| **Unit 1: Introduction** |

* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53397)1.0 Course Introduction Page](https://www.vac.usc.edu/mod/page/view.php?id=53397)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53398)1.1 Introduction Page](https://www.vac.usc.edu/mod/page/view.php?id=53398)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53399)1.2 Readings Page](https://www.vac.usc.edu/mod/page/view.php?id=53399)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53400)1.3 Overview of the Phases of Treatment Page](https://www.vac.usc.edu/mod/page/view.php?id=53400)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53401)1.4 Video: Why Am I Here? (Part 1) Page](https://www.vac.usc.edu/mod/page/view.php?id=53401)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53402)1.5 Relationship and Rapport Building; General and Specific Page](https://www.vac.usc.edu/mod/page/view.php?id=53402)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53403)1.6 Video: Why Am I Here? (Part 2) Page](https://www.vac.usc.edu/mod/page/view.php?id=53403)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53404)1.7 Empathy Page](https://www.vac.usc.edu/mod/page/view.php?id=53404)

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

### Required Reading

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2008). Direct social work practice: Theory and skills (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.  
**Chapter 5:** Relationship-building skills (pp. 83-127)  
**Chapter 6:** Verbal following, exploring, focusing skills (pp. 129-154)  
**Chapter 7:** Eliminating counterproductive communication patterns (pp. 155-170)

### Unit 2: Assessment #1 - Study

* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53406)2.1 Introduction Page](https://www.vac.usc.edu/mod/page/view.php?id=53406)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53407)2.2 Readings Page](https://www.vac.usc.edu/mod/page/view.php?id=53407)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53408)2.3 Introduction to Assessment Page](https://www.vac.usc.edu/mod/page/view.php?id=53408)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53409)2.4 Interviewing Techniques for Gathering Information Page](https://www.vac.usc.edu/mod/page/view.php?id=53409)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53410)2.5 Case Study—Carlos Page](https://www.vac.usc.edu/mod/page/view.php?id=53410)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53411)2.5.1 Case Study: Home Destroyed in Fire Page](https://www.vac.usc.edu/mod/page/view.php?id=53411)
* [[ssignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53412)2.6 Class Time—Unit Conclusion Assignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53412)

This session relates to course objectives 4 and 5.

### Required Reading

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2008). Direct social work practice: Theory and skills I. Belmont, CA: Brooks/Cole, Cengage Learning.  
**Chapter 8:** Assessment: Exploring and understanding problems and strengths (pp. 171-197)  
**Chapter 9:** Assessment: Intrapersonal and environmental factors (pp. 199-226)

### Unit 3: Assessment #2 - Assessment

* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53413)3.1 Introduction Page](https://www.vac.usc.edu/mod/page/view.php?id=53413)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53414)3.2 Readings Page](https://www.vac.usc.edu/mod/page/view.php?id=53414)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53415)3.3 What Is Assessment? Page](https://www.vac.usc.edu/mod/page/view.php?id=53415)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53416)3.4 Basic Overview: Evaluation on Dimensions, Definitions, Ego & Domains Page](https://www.vac.usc.edu/mod/page/view.php?id=53416)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53417)3.4.1 Typology Page](https://www.vac.usc.edu/mod/page/view.php?id=53417)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53418)3.5 Assessment of Case Study—Carlos Page](https://www.vac.usc.edu/mod/page/view.php?id=53418)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53419)3.6 Assignment 1: Engagement Phase–Examination of Self and Other Page](https://www.vac.usc.edu/mod/page/view.php?id=53419)
* [[ssignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53420)3.7 Class Time—Unit Conclusion Assignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53420)

### Required Reading

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2008). Direct social work practice: Theory and skills I. Belmont, CA: Brooks/Cole, Cengage Learning.  
**Chapter 10:** Assessing family functions in diverse family and cultural contexts (pp. 227-271)

### Unit 4: Assessment #3 - Special Areas of Assessment

* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53422)4.1 Introduction Page](https://www.vac.usc.edu/mod/page/view.php?id=53422)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53423)4.2 Readings Page](https://www.vac.usc.edu/mod/page/view.php?id=53423)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53424)4.3 DSM: 5 Axis; Pros & Cons Page](https://www.vac.usc.edu/mod/page/view.php?id=53424)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53425)4.3.1 Controversy and the DSM Page](https://www.vac.usc.edu/mod/page/view.php?id=53425)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53426)4.4 Depression and Suicidal Risk Page](https://www.vac.usc.edu/mod/page/view.php?id=53426)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53427)4.5 Spiritual Assessment Page](https://www.vac.usc.edu/mod/page/view.php?id=53427)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53428)4.6 Cultural Issues in Assessment Page](https://www.vac.usc.edu/mod/page/view.php?id=53428)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53429)4.7 Assessing Child Abuse Page](https://www.vac.usc.edu/mod/page/view.php?id=53429)
* [[ssignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53430)4.8 Class Time—Unit Conclusion Assignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53430)

This session relates to course objectives 1, 2, 3 and 4.

### Required Reading

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.

### Unit 5: Assessment #4 and Intervention Planning

* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53431)5.1 Introduction Page](https://www.vac.usc.edu/mod/page/view.php?id=53431)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53432)5.2 Readings Page](https://www.vac.usc.edu/mod/page/view.php?id=53432)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53433)5.3 Elder Abuse Assessment Page](https://www.vac.usc.edu/mod/page/view.php?id=53433)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53434)5.4 Substance Abuse Assessment Page](https://www.vac.usc.edu/mod/page/view.php?id=53434)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53435)5.5 Domestic Violence Assessment Page](https://www.vac.usc.edu/mod/page/view.php?id=53435)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53436)5.6 Assessment Tool: EcoMap Page](https://www.vac.usc.edu/mod/page/view.php?id=53436)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53437)5.7 Choosing Intervention Targets Page](https://www.vac.usc.edu/mod/page/view.php?id=53437)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53438)5.8 Worker's Intervention Plan: Outline Page](https://www.vac.usc.edu/mod/page/view.php?id=53438)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53439)5.9 Goals & Contracting Page](https://www.vac.usc.edu/mod/page/view.php?id=53439)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53440)5.10 Case Study: "Carlos" (Continued) Page](https://www.vac.usc.edu/mod/page/view.php?id=53440)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53441)5.11 The Process of Evidence-Based Practice #1 Page](https://www.vac.usc.edu/mod/page/view.php?id=53441)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53442)5.12 The Process of Evidence-Based Practice #2 Page](https://www.vac.usc.edu/mod/page/view.php?id=53442)
* [[ssignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53443)5.13 Class Time—Unit Conclusion Assignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53443)

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

### Required Reading

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2008). Direct social work practice: Theory and skills (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.  
**Chapter 12:** Sections on goals (pp. 303-317), Applying goal development guidelines with minors (pp. 321-325), and Contracts (pp. 341-346)

Thyer, B. A. (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.

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.

### Recommended Reading

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.

### Other Works Cited in Text

Drake, R. E., Goldman, H., Leff, H. S., Lehman, A. F., Dixon, L., Mueser, K. T., et al. (2001). Implementing evidence-based practices in routine mental health service settings. Psychiatric Services, 52, 179–182.

Fulmer, T., Street, S., & Carr, K. (1984). Abuse of the elderly: Screening and detection. Journal of Emergency Nursing, 10(3), 131-140.

National Research Council. (2003). Elder mistreatment, abuse, neglect, and exploitation in an aging America. In R. J. Bonnie & R. B. Wallace (Eds.), Panel to Review Risk and Prevalence of Elder Abuse and Neglect. Committee on National Statistics and Committee on Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academies Press.

### Unit 6: Overcoming Barriers

* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53444)6.1 Introduction Page](https://www.vac.usc.edu/mod/page/view.php?id=53444)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53445)6.2 Readings Page](https://www.vac.usc.edu/mod/page/view.php?id=53445)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53446)6.3 Involuntary Clients Page](https://www.vac.usc.edu/mod/page/view.php?id=53446)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53447)6.4 Resistance Page](https://www.vac.usc.edu/mod/page/view.php?id=53447)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53448)6.5 Transference & Countertransference Page](https://www.vac.usc.edu/mod/page/view.php?id=53448)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53449)6.6 Stages of Change Page](https://www.vac.usc.edu/mod/page/view.php?id=53449)
* [[age](https://www.vac.usc.edu/mod/page/view.php?id=53450)6.7 Exercise (Transference/Counter Transference) Page](https://www.vac.usc.edu/mod/page/view.php?id=53450)
* [[ssignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53451)6.8 Class Time—Unit Conclusion Assignment](https://www.vac.usc.edu/mod/assignment/view.php?id=53451)

This session relates to course objectives 4 and 5.

### Required Reading

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2008). Direct social work practice: Theory and skills (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.  
**Chapter 12:** Sections on goals (pp. 303-317), Applying goal development guidelines with minors (pp. 321-325), and Contracts (pp. 341-346)

Thyer, B. A. (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.

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.

### Recommended Reading

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Scarborough, M., Lewis, C., & Kulkarni, S. (2010). Enhancing adolescent brain development through goal- setting activities. Social Work, 55(3), 276-278.

### Other Works Cited in Text

Drake, R. E., Goldman, H., Leff, H. S., Lehman, A. F., Dixon, L., Mueser, K. T., et al. (2001). Implementing evidence-based practices in routine mental health service settings. Psychiatric Services, 52, 179–182.

Fulmer, T., Street, S., & Carr, K. (1984). Abuse of the elderly: Screening and detection. Journal of Emergency Nursing, 10(3), 131-140.

National Research Council. (2003). Elder mistreatment, abuse, neglect, and exploitation in an aging America. In R. J. Bonnie & R. B. Wallace (Eds.), Panel to Review Risk and Prevalence of Elder Abuse and Neglect. Committee on National Statistics and Committee on Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academies Press.

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| Unit 7: Intervention: Models of Practice (Crisis Intervention)  * [[age](https://www.vac.usc.edu/mod/page/view.php?id=53452)7.1 Introduction Page](https://www.vac.usc.edu/mod/page/view.php?id=53452) * [[age](https://www.vac.usc.edu/mod/page/view.php?id=53453)7.2 Readings Page](https://www.vac.usc.edu/mod/page/view.php?id=53453) * [[age](https://www.vac.usc.edu/mod/page/view.php?id=53454)7.3 The Crisis Intervention Model Page](https://www.vac.usc.edu/mod/page/view.php?id=53454) * [[age](https://www.vac.usc.edu/mod/page/view.php?id=53455)7.3.1 The Crisis Intervention Model (Cont'd.) 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H., Rooney, R. H., Rooney, G. D., Strom- Gottfried, K., & Larsen, J. A. (2008). Direct social work practice: Theory and skills (8th ed.). 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H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2008). Direct social work practice: Theory and skills (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. **Chapter 13:** Planning and implementing change oriented strategies (only the section on Cognitive Restructuring, pp. 390-402)  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. **Chapter 19:** The final phase: Evaluation and termination (pp. 591-607)  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. Other Works Cited in Unit Yalom, I. (2005). The theory and practice of group psychotherapy. New York, NY: Basic Books. |  |

### Unit 9: Intervention: Models of Practice (Part 1: Behavioral Intervention)

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**Required Reading**

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.

### Unit 10: Intervention: Models of Practice CBT (Part 2: Cognitive Intervention) Termination and Evaluation

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### Required Reading

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2008). Direct social work practice: Theory and skills (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.  
**Chapter 13:** Planning and implementing change oriented strategies (only the section on Cognitive Restructuring, pp. 390-402)

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.  
**Chapter 19:** The final phase: Evaluation and termination (pp. 591-607)

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.

**University Policies and Guidelines**

# 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 (whitsett@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 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.

# 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.

# 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](http://us.mc332.mail.yahoo.com/mc/compose?to=ability@usc.edu" \t "_blank).

# 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 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](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>.

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| **University Park Campus** | | **Academic Centers** | |
| **City Center** | Front of Building  (12th & 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.

# 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.”

# 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.

# 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.

# 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.

# 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 sequence or concentration. If you do not receive a satisfactory response or solution, contact your advisor and/or Jane Allgood, Advanced Standing Program Director at jallgood@usc.edu.

# 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.

*Don’t procrastinate or postpone working on assignments.*