



USC | School of Social Work

Social Work 545

Section # 67320

Social Work Practice with Families and Groups 3 Units

Semester

“What after all, has maintained the human race on this old globe despite all the calamities of nature and all the tragic failings of mankind, if not faith in new possibilities, and the courage to advocate for them.” Jane Addams

Instructor:

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For urgent issues:

Cell 858-361-9366

Office Hours:

Preferred times 2:45 to

3:45 PST on Thursday

Or By Appointment

Course (day/times):

Thursday 5:45-7:00 pm

PLEASE NOTE:

*There may be other syllabi from other classes or sections of the VAC, but this is the **“official” class syllabus for this class section.** It should provide you with the information about this course. If there are necessary changes to this class or to this syllabus, you will receive an updated syllabus incorporating those changes.*

*Throughout this Syllabus there are important details that are written in **Bold RED.** These details are important so please make note of them.*

I. COURSE PREREQUISITES

SOWK 503, SOWK 534, SOWK 543

II. CATALOGUE DESCRIPTION

Theories and principles with primary emphasis on families and groups with application to problems requiring multi-level interventions.

III. COURSE DESCRIPTION

SOWK 545 continues the emphasis on generalist social work practice using the problem solving process and builds on the foundation skills learned in SOWK 543. In SOWK 543 the focus was on the problem solving process and knowledge of engagement, assessment, intervention, termination and evaluation with individuals. In SOWK 545, this focus is built upon and expanded to include assessment and intervention with families and with groups, both within a systems context. Understanding and applying knowledge with diverse client groups in varied social work settings is an important focus of the semester. Throughout the course, students will have an opportunity to review appropriate theories and interventions with regard to their applicability to social work with special populations. Examination of social work ethics and values and the dilemmas faced in practice continues throughout this course. Continuing emphasis is placed on the role of empirical research as it applies to evaluating social work practice.

IV. COURSE OBJECTIVES

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 that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present with individualized, group and family needs and 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. Training will be provided, offering students opportunities to apply the principles of evidence-based practice to case studies.
4	Provide the theoretical foundation needed for students to develop core practice skills underlying social work service to families and groups. Provide students with experiential activities to practice clinical skills.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

A combination of lecture, class discussion, and experiential exercises will be used in class. 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 nine social work core competencies:

	Social Work Core Competencies	SOWK 545	Course Objective
1	Demonstrate Ethical and Professional Behavior	*	1
2	Engage in Diversity and Difference in Practice	*	2,4
3	Advance Human Rights and Social, Economic, and Environmental Justice		
4	Engage in Practice-informed Research and Research-informed Practice	*	3
5	Engage in Policy Practice		
6	Engage with Individuals, Families, Groups, Organizations, and Communities	*	4
7	Assess Individuals, Families, Groups, Organizations, and Communities	*	4
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	*	4
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	*	3

* 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
Demonstrate Ethical and Professional Behavior: <ul style="list-style-type: none"> Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas Recognize personal values and the distinction between personal and professional values and understand how 	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Classroom Discussion Experiential Exercises Assignments 1,2,3
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Classroom Discussion Experiential Exercises

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>their personal experiences and affective reactions influence their professional judgment and behavior</p> <ul style="list-style-type: none"> Understand the profession's history, its mission, and the roles and responsibilities of the profession Understand the role of other professions when engaged in inter-professional teams Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective Understand emerging forms of technology and the ethical use of technology in social work practice 	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	<p>Classroom Discussion Experiential Exercises Assignments 1,2,3</p>
	<p>Use technology ethically and appropriately to facilitate practice outcomes;</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior.</p>	

<p>Engage in Diversity & Difference in Practice:</p> <ul style="list-style-type: none"> Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, & acclaim. Understand the forms and mechanisms of oppression & discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, & cultural exclusions, may oppress, marginalize, alienate, or create privilege & power. 	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Classroom Discussion Experiential Exercises Assignments 1,2,3</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	<p>Classroom Discussion Experiential Exercises</p>
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Classroom Discussion Assignment 2</p>
	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	
	<p>Engage in practices that advance social, economic, and environmental justice</p>	

<p>Engage In Practice-informed Research and Research-informed Practice:</p> <ul style="list-style-type: none"> Understand quantitative and qualitative research methods and their respective roles 	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	<p>Assignments 1,2,3</p>
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<p>in advancing a science of social work and in evaluating their practice.</p> <ul style="list-style-type: none"> ▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. ▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. ▪ Understand the processes for translating research findings into effective practice. 		
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p>Assignments 1,3</p>
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Assignments 1,3</p>

<p>Engage in Policy Practice:</p> <ul style="list-style-type: none"> ▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. ▪ Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. ▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. ▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. ▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation. 	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	
	<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	

<p>Engage with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Value the importance of human relationships. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. 	<ol style="list-style-type: none"> 1. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<p>Classroom Discussion Experiential Exercises Assignments 1,2,3</p> <p>Experiential Exercises</p>
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<p>Assess Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making. 	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Assignments 1,2,3</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>Assignments 1,2,3</p>
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>Assignments 1,2,3</p>

<p>Intervene with Individuals, Families, Groups, Organizations, and Communities:</p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Assignments 2,3</p>
<ul style="list-style-type: none"> ▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. ▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. 	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>	<p>Assignments 1,2,3</p>
	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>	
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	
	<p>Facilitate effective transitions and endings that advance mutually agreed-upon goals.</p>	

<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. ▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. ▪ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. 	<p>Select and use appropriate methods for evaluation of outcomes.</p>	<p>Assignment 3</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>Classroom Discussion Assignment 3</p>
	<p>Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.</p>	
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	

VII. COURSE GRADING, ASSIGNMENTS, AND DUE DATES

Class grades will be based on the following:

Final Grade	
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

(**Note:** Please refer to the *Student Handbook* and the *University Catalogue* for additional discussion of grades and grading procedures.)

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

(1) Grades of **A** or **A-** are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

(2) A grade of **B+** will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of **B** will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of **B-** will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of **C** would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between **C-** to **F** will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Guidelines for Evaluating Class Participation

10: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

9: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

8: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small group discussions, and other activities.

7: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportsment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small group discussions, and other activities.

6: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

5: Non-Participant: Attends class only.

0: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportsment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

Assignments 1-3: All late assignments will be penalized 2 points per 24 hours late.

COURSE ASSIGNMENTS AND DUE DATES

Assignment	Due Date	% of Final Grade
1) Special Topics Research	TBD	20%
2) Family of Origin Paper	Week 7	35%
3) Group Development Paper	Week 15	35%
4) Class Participation	Weekly	10%

Assignment 1: Special Topics Research

Based on a practice interest or presenting issue of one of your clients, identify a research article within the last 10 years that applies the technique or intervention for the week to that population (family or group based). For example, you might identify an article where solution focused family therapy is used with families experiencing a divorce or where a psycho-educational group is used for teens with eating disorders. The paper will include an explanation of the rationale for researching this topic, a summary of the findings of the article, a discussion of how this could be applied in a practice setting or with a particular client, and a discussion of any emerging or remaining questions. You will select the week to submit this assignment based on the topic covered that week. A detailed description of the assignment and grading sheet will be distributed in class. **Paper and Presentation due date to be determined by topic chosen.**

Assignment 2: Family of Origin Paper

The family assignment for this course will consist of a paper which requires you to apply theoretical and empirical knowledge to your family or extended family of origin. Papers will require you to: (1) develop a systems analysis of your family; (2) research an underlying theme or challenge found within your assessment; (3) identify an EBP and the search process that

appropriately targets this theme. A detailed description of the assignment and grading sheet will be distributed in class. **Due Week 7 (day of class at 11:59pm PT).**

Assignment 3: Group Development Paper.

This assignment requires you to develop a 10 session group for a population of interest to you and answer specific questions about your group. You will apply the concepts and theories discussed in SOWK 545 to the formation and discussion of your group. Your group must be based on an evidence based practice appropriate for your population. A detailed description of the assignment and grading sheet will be distributed in class. **Due Week 15 (last day of class at 11:59pm PT).**

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills* (9th ed.). Pacific Grove, CA: Thomson Brooks/Cole. .

On Reserve

All required articles, chapters in non-required books, and some recommended reading can be accessed through ARES. . Books have been placed on reserve in Leavey Library. The readings and books should be available by using the name of the 605 Lead Instructor, who is Aimee Odette.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Additional NOTES from the Instructor to help you prepare for class

- This course is rich with materials and concepts, and a social worker graduating from USC School of Social Work is presumed to have an education that includes the concepts covered in this course.
- If you intend to practice in social work, then **all of the topics** in this course are important to **ensure you are prepared for your social work practice.** In addition, being knowledgeable of these concepts forms the cornerstone of **ethical** social work practice in mental health. *(See the clause from the Social Work Code of Ethics below. ¹)*
- To truly use the class sessions effectively you will **need to be prepared before class.** As an instructor **I will post some materials for you prior to class.** The materials are to serve as **a review of concepts from the readings and asynchronous sessions,** and sometimes to add additional concepts and references. Ideally you can use these materials to **reinforce the concepts you have learned in your own learning activities.**

¹ The **Social Work Code of Ethics** includes the following:

1.04 Competence: (a) Social workers should provide services and represent themselves as **competent only within the boundaries of their education,** training, license, certification, consultation received, supervised experience, or other relevant professional experience. *(Italics added for emphasis.)*

- If you have additional needs or concerns in terms of this class, you may deal with your needs during class discussion, or by posting them on the Class Wall, as well as in emails to me, or by scheduling an appointment to meet with me during office hours.

Course Overview

Session	Topics	Assignments
Unit I: Social Work with Families		
1	■ Engagement and rapport building with Families	
2	■ Systems Based Assessment of Families in a Diverse and Multiethnic Context	
3	■ Structural Assessments of Families in a Diverse and Multiethnic Context	
4	■ Evidence based Interventions with Families: Parent Management Training	
5	■ Evidence based Interventions with Families: Solution Focused Family Therapy	
6	■ Evidence based Interventions with Families: Wraparound/Intensive Case Management	
7	■ Evaluation/Termination	Assignment 2 due
Unit II: Social Work with Groups		
8	■ Stages of Group Development	
9	■ Pre-Group Tasks	
10	■ Therapeutic Factors of Groups	
11	■ Special Topics <ul style="list-style-type: none"> ➢ Informed consent ➢ Confidentiality ➢ Issues of Diversity ➢ Dealing with Conflict 	
12	■ Evidence based Group Interventions: Task Groups	
13	■ Evidence based Group Interventions: Support Groups	
14	■ Evidence based Group Interventions: Psychoeducation Groups	
15	■ Termination Phase /Evaluation of Groups	Assignment 3 due
	■ Study Days	
	■ Finals Week	

Course Schedule—Detailed Description

Unit I: Social Work with Families

Session 1: Engagement and rapport building with families

Date: Sept. 1, 2016

Topics

- The family as a focus of intervention – agency context
- Definition of family within a cultural context
- Similarities and differences with individual engagement

Required Readings

Gopalan, G., Goldstein, L., Klingenstein, K., Sicher, C., Blake, C., & McKay, M. (2010). Engaging families in child mental health treatment: Updates and special considerations. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 19(3), 182-196.

Hoagwood, K.E., Cavaleri, M.A, Olin, S., Burns, B.J., Slaton, E., Gruttadaro, d. & Hughes, R. (2009). Family support in children's mental health: A review and synthesis. *Clinical Child and Family Psychology Review*, 13(1), 1-45.

Ingoldsby, E. (2010). Review of interventions to improve family engagement and retention in parent and child mental health programs. *Journal of Child and Family Studies*, 19, 629-645.

Recommended Readings

Lippert, T., Favre, T., Alexander, C., Cross, T. (2008). Families who begin versus decline therapy for children who have been sexually abused. *Child Abuse and Neglect*, 32(9), 859-868

Session 2: Systems Based Assessment of Families in a Diverse and Multiethnic Context

Date: Sept 8, 2016

Topics

- Review of systems concepts and application to the family
- Understanding family as a system – concepts and dimensions Ecological Assessment—Ecomap

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D. & Strom-Gottfried, K. (2013). Assessing family functioning in diverse family and cultural contexts. In *Direct social work practice: Theory and skills* (9th ed., pp. 251-294). Pacific Grove, CA: Thomson Brooks/Cole. (READ FOR SESSIONS 2 & 3)

Seaburey, B.A., Seabury, B.H., Garvin, D. (2011). Assessing families. In *Foundations of Interpersonal Practice in Social Work* (3rd ed., pp. 333-363). Thousand Oaks, CA: Sage Publication

Session 3: Structural Assessments of Families in a Diverse and Multiethnic Context**Date: Sept.15, 2016****Topic**

- Internal Family Assessment—boundaries, alignments, patterns of interpersonal communication, family homeostasis, family roles
- Intergenerational Assessment—Genogram
- Planning for intervention

Required Readings

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2013). Assessing family functioning in diverse family and cultural contexts. In *Direct social work practice: Theory and skills* (9th ed., pp. 251-294). Pacific Grove, CA: Thomson Brooks/Cole. (READ FOR SESSIONS 2 & 3)
- Walsh, F. (2011). Family therapy: Systemic approaches to practice. In J. Brandell (Ed.) *Theory and Practice in Clinical Social Work (153-178)*, Thousand Oaks, CA: Sage.
- Weiss, E. L., Coll, J. E., Gerbauer, J., Smiley, K., & Carillo, E. (2010). The military genogram: A solution-focused approach for resiliency building in service members and their families. *The Family Journal, 18*(4), 395-406.

Recommended Readings

- Dunn, L. (2000). The genogram: From diagnostics to mutual collaboration. *Family Journal: Counseling and Therapy for Couples and Families, 8*(3), 236-244.

Session 4: Evidence based Interventions with Families: Parent Management Training**Date: Sept.22, 2016****Topics**

- Underlying principles and concepts of PMT
- PMT Techniques
- Characteristics of PMT treatment

Required Readings

- Kazdin, A. E. (1997). Parent management training: Evidence, outcomes, and issues. *Journal of the American Academy of Child & Adolescent Psychiatry, 36*(10), 1349-1356.
- Mabe, P. A., Turner, M. K., & Josephson, A. M. (2001). Parent management training. *Child and Adolescent Psychiatric Clinics of North America, 10*(3), 451-464
- Nock, M. K., & Kazdin, A. E. (2005). Randomized controlled trial of a brief intervention for increasing participation in parent management training. *Journal of Consulting and Clinical Psychology, 73*(5), 872-879.

**Session 5: Evidence based Interventions with Families:
Solution Focused Family Therapy**

Date: Sept. 29, 2016

- Looking for previous solutions
- Looking for exceptions
- Present and future-focused questions vs. past-oriented focus
- Compliments
- Inviting the clients to do more of what is working.
- Miracle Question, Scaling Questions, Coping Questions
- Consultation Break and Invitation to Add Further Information

Required Readings

De Shazer, S. & Dolan, Y. with Korman, H, Trepper, T. S., McCollom, E., Berg, I. K. (2007). A Brief Overview. In *More Than Miracles: The State of the Art of Solution-focused Brief Therapy* (pp 1-15). Binghamton, N.Y: Haworth Press.

De Shazer, S., Berg, I.K., Lipchik, E., Nunnaly, E., Molnar, A., Gingerich, W., & Weiner-Davis, M. (2004). Brief Therapy: Focused Solution Development. *Family Process*, 25(2), 207-221.

McGee, D., Del Vinto, A., & Bavelas, J. (2005). An interactional model of questions as therapeutic interventions. *Journal of Marital and Family Therapy*, 31, 371-384.

**Session 6: Evidence based Interventions with Families:
Wraparound/Intensive Case Management**

Date: October 6, 2016

Topics

- Working with family strengths
- Environmental systems intervention with families
- Multisystems Treatment Approach

Required Readings

Walker, J.S., Bruns, E.J., Conlan, L. & LaForce, C. (2011). The national wraparound initiative: A community of practice approach to building knowledge in the field of children's mental health. *Best Practices in Mental Health*, 7(1), 26-46.

Walter, U.M. & Petr, C.C. (2011). Best Practices in Wraparound: A Multidimensional View of the Evidence. *Social Work*, 56(1), 73-80.

Winters, N.C. & Metz, W.P. (2009). The wraparound approach in systems of care. *Psychiatric Clinics of North America*, 32(1), 135-151.

Recommended Readings

Ferguson, C.M. (2012). The implementation of wraparound in California's Title IV-E Child Welfare Waiver Demonstration Project. *Children and Youth Services Review*, 34(7), 1331-1336.

Session 7: Evaluation/Termination

Date: October 13, 2016

ASSIGNMENT 2 DUE (11:59 pm PST)**Topics**

- Evaluation
- Termination
- Follow-Up

Required Readings

Patterson, J., Williams, L. Edwards, T.M., Chamow, L., Grauf-Grounds, C., Sprenkle, D.H. (2009). Getting Unstuck in Therapy. In *Essential Skills in Family Therapy (2nd ed.)* (pg 217-240), New York: Guilford.

Patterson, J., Williams, L. Edwards, T.M., Chamow, L., Grauf-Grounds, C., Sprenkle, D.H. (2009). Termination. In *Essential Skills in Family Therapy (2nd ed.)* (pg 241-250), New York: Guilford.

Unit II: Social Work with Groups**Session 8: Stages of Group Development**

Date: October 20, 2016

Topics

- Definitions of a group
- Determining the need for a group
- Models of stages of group development

Required Readings

Powles, W. E. (2007). Reflections on "What is a Group?". *International Journal of Group Psychotherapy*, 57(1), 105-114.

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384. (Classic article.)

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & Organization Management*, 2(4), 419-427. (Classic article)

Recommended Readings

Arrow, H., Poole, M. S., Henry, K. B., Wheelan, S., & Moreland, R. (2004). Time, change, and development the temporal perspective on groups. *Small group research*, 35(1), 73-105.

Wheelan, S. A., Davidson, B., & Tilin, F. (2003). Group Development Across Time Reality or Illusion? *Small Group Research*, 34(2), 223-245.

Session 9: Pre-Group Tasks**Date: Oct. 27,
2016****Topic**

- Assessing readiness for group
- Preparing group members
- Engagement
- Building rapport

Required Readings

- Gans, J. S., & Counselman, E. F. (2010). Patient selection for psychodynamic group psychotherapy: Practical and dynamic considerations. *International Journal of Group Psychotherapy*, 60(2), 197-220.
- MacNair-Semands, R. (2010). Preparing members to fully participate in group therapy. .In MacNair-Semands (Ed.). *101 Interventions in Group Psychotherapy*. (pp. 403-408). NY: Routledge.
- Staudt, M., Lodato, G., & Hickman, C. R. (2012). Therapists talk about the engagement process. *Community Mental Health Journal*, 48(2), 212-218.

Recommended Readings

- Krogel, J., Beecher, M. E., Presnell, J., Burlingame, G., & Simonsen, C. (2009). The Group Selection Questionnaire: A qualitative analysis of potential group members. *International Journal of Group Psychotherapy*, 59(4), 529-542.
- Yalom, I. D., Houts, P. S., Newell, G., & Rand, K. H. (1967). Preparation of patients for group therapy: A controlled study. *Archives of General Psychiatry*, 17(4), 416.

Session 10: Therapeutic Factors of Groups**Date: Nov 3,
2016**

- Groups as mutual aid systems
- The therapeutic alliance in groups
- Group cohesion

Required Readings

- Cohen, M. B., & Graybeal, C. T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30(4), 41-58.
- Dierick, P., & Lietaer, G. (2008). Client perception of therapeutic factors in group psychotherapy and growth groups: An empirically-based hierarchical model. *International Journal of Group Psychotherapy*, 58(2), 203-230.
- Joyce, A. S., Piper, W. E., & Ogradniczuk, J. S. (2007). Therapeutic alliance and cohesion variables as predictors of outcome in short-term group psychotherapy. *International Journal of Group Psychotherapy*, 57(3), 269-296.

Recommended Readings

- Lindgren, A., Barber, J. P., & Sandahl, C. (2008). Alliance to the group-as-a-whole as a predictor of outcome in psychodynamic group therapy. *International Journal of Group Psychotherapy*, 58(2), 163-184.

Session 11: Special TopicsDate: Nov. 10,
2016**Topics**

- Informed consent
- Confidentiality
- Issues of diversity
- Dealing with conflict

Required Readings

Chen, E. C., Kakkad, D., & Balzano, J. (2008). Multicultural competence and evidence-based practice in group therapy. *Journal of Clinical Psychology, 64*(11), 1261-1278.

Kotlyar, I., & Karakowsky, L. (2006). Leading conflict? Linkages between leader behaviors and group conflict. *Small Group Research, 37*(4), 377-403.

Olivier, C. (2009). Enhancing confidentiality within small groups: The experiences of AIDS service organizations. *Social Work with Groups, 32*(4), 274-287

Recommended Readings

Lasky, G. B., & Riva, M. T. (2006). Confidentiality and privileged communication in group psychotherapy. *International Journal of Group Psychotherapy, 56*(4), 455-476.

Brabender, V. (2007). The ethical group psychotherapist: A coda. *International Journal of Group Psychotherapy, 57*(1), 41-48.

Session 12: Evidence based Group Interventions: Task Groups

Date: Nov. 17, 2016

Topics

- Planning a Task Group
- Running a Task Group

Required Readings

Boehm, A., & Staples, L. (2006). Grassroots leadership in task-oriented groups: Learning from successful leaders. *Social work with groups, 28*(2), 77-96.

Conyne, R., Rapin, L. & Rand, J. (2008). A model for leading task groups. *Counseling and Human Development, 40*(8), 1-8.

Kozlowski, S. W., & Ilgen, D. R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest, 7*(3), 77-124..

Recommended Readings

Staples, L. (2012). Community Organizing for Social Justice: Grassroots Groups for Power. *Social Work With Groups, 35*(3), 287-296.

Villarreal, M., & Kleiner, B. H. (1997). Analytical tools for facilitating task group performance. *Journal of Workplace Learning, 9*(3), 94-97. (Classic article)

Session 13: Evidence Based Group Interventions: Support GroupsDate: Nov. 24, 2016
**NO CLASS
THANKGIVING HOLIDAY****Topics**

- Planning a Support Group
- Running a Support Group

Required Readings

- Banach, M., & Couse, L. J. (2012). Interdisciplinary Co-Facilitation of Support Groups for Parents of Children with Autism: An Opportunity for Professional Preparation. *Social Work With Groups*, 35(4), 313-329.
- Chan, S. M., & O'Connor, D. L. (2008). Finding a voice: The experiences of Chinese family members participating in family support groups. *Social Work with Groups*, 31(2), 117-135.
- Collins, W. L. (2011). A Strengths-based Support Group to empower African American Grandmothers Raising Grandchildren. *Social Work and Christianity*, 38(4), 453-466.
- Morales-Campos, D. Y., Casillas, M., & McCurdy, S. A. (2009). From isolation to connection: understanding a support group for Hispanic women living with gender-based violence in Houston, Texas. *Journal of Immigrant and Minority Health*, 11(1), 57-65.

Recommended Readings

- Butow, P., Beeney, L., Juraskova, I., Ussher, J., & Zordan, R. (2009). The Gains and Pains of Being a Cancer Support Group Leader: A Qualitative Survey of Rewards and Challenges. *Social Work in Health Care*, 48(8), 750-767.

Session 14: Evidence based Group Interventions: Psychoeducation Groups

Date: Dec. 1, 2016

Topics

- Planning Psychoeducation Groups
- Running Psychoeducation Groups

Required Readings

- Donker, T., Griffiths, K. M., Cuijpers, P., & Christensen, H. (2009). Psychoeducation for depression, anxiety and psychological distress: a meta-analysis. *BMC Medicine*, 7(1), 79.
- Jewell, T. C., Downing, D., & McFarlane, W. R. (2009). Partnering with families: Multiple family group psychoeducation for schizophrenia. *Journal of Clinical Psychology*, 65(8), 868-878..
- Sibitz, I., Amering, M., Gössler, R., Unger, A., & Katschnig, H. (2007). Patients' perspectives on what works in psychoeducational groups for schizophrenia. *Social psychiatry and psychiatric epidemiology*, 42(11), 909-915.

Recommended Readings

- Akinsulure-Smith, A. M. (2009). Brief psychoeducational group treatment with re-traumatized refugees and asylum seekers. *The Journal for Specialists in Group Work*, 34(2), 137-150.

Topics

- Tasks at the time of group termination
 - Measuring effectiveness of groups
-

Required Readings

Canuto, A., Meiler-Mititelu, C., Herrmann, F., Giannakopoulos, P., & Weber, K. (2008). Impact of personality on termination of short-term group psychotherapy in depressed elderly outpatients. *International Journal of Geriatric Psychiatry, 23*(1), 22-26.

Fieldsteel, N. D. (2005). When the therapist says goodbye. *International Journal of Group Psychotherapy, 55*(2), 245-279.

Mangione, L., Forti, R., & Iacuzzi, C. M. (2007). Ethics and endings in group psychotherapy: Saying goodbye and saying it well. *International Journal of Group Psychotherapy, 57*(1), 25-40.

Recommended Readings

Rybko, J. (2011). Dropouts in the analytic group. *Groups, 35*(2), 123-133.

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 (landguth@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.

X. ACADEMIC CONDUCT

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

CAUTIONARY NOTE TO STUDENTS ON PLAGIARISM

You are expected to know what plagiarism is. Being "unclear" on the citing format is not an acceptable excuse, so please avail yourselves of the resources below. All papers go through "TurnItIn" a web-based plagiarism detection program. Once quotations and references are filtered, if an instructor sees more than a 10% similarity index, there may be significant consequences, up to and including failing the paper and/or course and being referred to the University Office of Judicial Affairs.

The following resources, as well as our writing support center, are provided for your support.
<https://owl.english.purdue.edu/owl/resource/589/02/>

<https://owl.english.purdue.edu/owl/resource/589/1/>

<https://owl.english.purdue.edu/owl/section/3/33/>

<http://libguides.usc.edu/APA-citation-style>

http://www.usc.edu/student-affairs/SJACS/pages/students/academic_integrity.html

Excerpt below is from your USC Student Guidebook: <http://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

11.00 Behavior Violating University Standards and Appropriate Sanctions

General principles of academic integrity include and incorporate 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. Faculty members may include additional classroom and assignment policies, as articulated on their syllabus.

11.11 (The following are examples of violations of these and other university standards.)

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgment of sources in essays or papers.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. 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."

XIII. 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.

XIV. 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.

XV. 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.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not

receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII. 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.