

SOWK 543

SOCIAL WORK PRACTICE WITH INDIVIDUALS

FALL 2008

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I. Course Description

The Social Work Practice Foundation consists of three courses: Social Work Practice with Individuals (SOWK 543), Policy and Practice in Social Service Organizations (SOWK 534) and Social Work Practice with Families, Groups and Complex Cases (SOWK 545). These courses are 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.

In consideration of the complex and diverse urban environment in which social workers practice and the diversity of situations in which they must intervene, we believe that a generalist social work education provides the best foundation for effective social work practice. First year practice courses are therefore designed to prepare generalist social workers. Generalist social work education is defined as the knowledge and skills needed by a social worker to provide services to individuals, families, groups, communities and organizations. Generalist social workers are required to assess the person-in-environment configuration and decide which system(s) (the individual, family, group, community or organization) would be the most appropriate unit(s) of attention for the focus of work.

The Social Work Practice with Individuals (SOWK 543) begins with an introduction to the nature of generalist social work practice from a systems perspective, emphasizing the continuum of service delivery levels and modalities. Social work's commitment to underserved and vulnerable populations in a culturally diverse urban environment is emphasized as is knowledge about the ethical standards and practices of the profession. Students examine ethical dilemmas that occur as social work values and professional ethics are operationalized in practice.

The course then develops in a sequenced approach beginning with basic individual practice skills. Intensive skills and theory of the engagement, assessment, intervention, termination and evaluation phases are developed pertaining to the individual within a systems framework. The person-in-environment paradigm is emphasized and a systems approach to practice is seen as essential for a professional social worker. Although the focus is on the individual, the necessity for multilevel intervention, advocacy, and system change is emphasized including the importance of the interface with community, group and organization levels of service delivery, as well as the social policies that influence service delivery. The importance of research to social work practice is introduced as it applies to the effectiveness of intervention and understanding of client problems.

II. Course Objectives

Specific course objectives are to enable first year MSW students to:

1. Identify the complex nature and scope of generalist social work practice in a diverse urban environment as well as the many tasks and roles social workers must undertake in order to be effective change agents.
2. Demonstrate knowledge of the ethical standards and practices of professional social work.
3. Demonstrate competence for generalist social work practice within a systems and person-in-environment framework, acknowledging the interaction between the biological, psychological, social, and cultural systems.
4. Demonstrate knowledge of core skills underlying social work service to individuals within a systems framework. These major concepts will include engagement, assessment, service planning and contracting, implementation in the core phase, termination, evaluation, and follow-up.
5. Achieve a beginning knowledge of practice skills required for various models of practice interventions with individuals.
6. Demonstrate an awareness of the needs of, and effective service to, diverse populations including women, minorities of color, issues of sexual orientation, social class, and other oppressed groups.
7. Recognize how the students' particular gender, age, religion, ethnicity, social class, and sexual orientation influence their value base and how these variables may affect their practice.
8. Recognize the role of empirical research as it applies to social work practice and specifically to evidence-based practice.

III. Course Format

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.

IV. Course Evaluation and Grading

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

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-

CLASS PARTICIPATION (5% 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 will affect your overall grade.

WRITTEN ASSIGNMENTS

First Assignment – Engagement Phase: Examination of Self and Other (20% of Course Grade):

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 of the semester (September 25, 2008).

Course objectives: This first assignment relates to course objectives 1, 2,3, 4, 6, and 7.

Second Assignment (Midterm) - Psychosocial Assessment Sections I and II (30% of Course Grade):

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, you will present significant information (the facts) about the client and then formulate a professional explanation of the client and his/her circumstances based upon your theoretical understanding. A detailed description of the assignment will be distributed in class. **Due Week 9 of the semester (October 23, 2008).**

Course objectives: This second assignment relates to course objectives 1, 2, 3, 4, and 6.

Final Assignment – 2 Parts

Part 1 - Revised Psychosocial Assessment Sections I and II (15% of Course Grade):

Part 1 offers you the opportunity to revise and improve the first two sections of the psychosocial assessment from assignment 2, incorporating instructor feedback. **Due Week 12 of the semester (Nov. 13, 2008).**

Part 2 - Psychosocial Assessment Part III (30% of Course Grade)

Part 2 involves developing the third section of the psychosocial assessment (based on the first two sections), 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 Final Exam Week. Exact Date To Be Announced (will be after last class session).**

Course objectives: This final assignment relates to course objectives 1, 2, 3, 4, 5, 6, 7, and 8.

V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. 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 telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, 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.

VI. COURSE EXPECTATIONS AND GUIDELINES

Active Class Participation and Reading

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.

Late Assignments

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.

Incompletes

A final grade of incomplete can only be given under extreme circumstances.

VII. REQUIRED TEXTBOOKS

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J.A. (2006). *Direct social work practice: Theory and skills* (7th ed.). Pacific Grove, CA: Thomson Brooks/Cole.

Woods, M. E. & Hollis, F. (2000). *Casework: A psychosocial therapy* (5th ed.). New York: McGraw- Hill.

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

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 on reserve. The vast majority of required readings not in the above texts are available online through electronic reserve.

VIII. ACADEMIC ACCOMMODATIONS

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. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

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>

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.

University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

City Center

Front of the building (12th & Olive)

Orange County Campus

Faculty Parking Lot

Skirball Campus

Front of building

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

X. COURSE OUTLINE AND ASSIGNMENTS

Session 1

Overview of Social Work Practice: A Generalist Social Work Model
Social Work as a Problem Solving Process
Social Worker Roles
The Value and Ethical Base of Social Work
Introduction to Evidence-Based Practice

Course objectives: This session relates to course objectives 1, 2, 3, 7, and 8.

Required Reading

Hepworth et al. (2006).

Chapter 2: Direct practice: Domain, philosophy, roles, 23-32.

Chapter 4: Operationalizing the cardinal social work values, 54-78.

Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 201-212.

Millstein, K. (2000). Confidentiality in direct social work practice: Inevitable challenges and ethical dilemmas. *Families in Society*, 81(3), 270-282.

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

Session 2

Multicultural Social Work in an Urban Environment
Gay & Lesbian Populations
Immigrant Populations

Course objectives: This session relates to course objectives 1, 2, 3, 6, and 7.

Required Reading

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

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

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* (pp. 119-154). New York: The Free Press.

- Goldberg, M. (2000). Conflicting principles in multicultural social work. *Families in Society*, 81(1), 12-21.
- Huygen, C. (2006). Understanding the needs of lesbian, gay, bisexual, and transgender people living with mental illness. *Medscape General Medicine* 8(2): 29.
- Negroni-Rodriguez, L.K. & Morales, J. (2001). Individual and family assessment skills with Latino/Hispanic Americans. In R. Fong & S. Furuto (Eds.), *Culturally competent practice: Skills, interventions, and evaluations* (pp. 132-146). Boston: Allyn and Bacon.
- Waller, M. (2006). Strengths of indigenous peoples. In D. Saleebey (ed.), *The strengths perspective in social work practice* (4th ed.) (pp. 48-60). Boston: Pearson/ Allyn and Bacon.

Recommended Reading

- Chow, J. (1999). Multiservice centers in Chinese American immigrant communities: Practice principles and challenges. *Social Work*, 44(1), 70-81.
- Hayes, J. A. & Erkis, A.J. (2000). Therapist homophobia, client sexual orientation, and source of client HIV infection as predictors of therapist reactions to clients with HIV. *Journal of Counseling Psychology*, 47, 71-78.
- Perrilla, J. (1999). Domestic violence as a human rights issue: The case of immigrant Latinos. *Hispanic Journal of Behavioral Sciences*, 21(2), 107-133.

Session 3

Social Work Practice With Individuals: A Systems Perspective The Initial Phase: Building the Relationship Engagement, Empathy and Exploration Evidence-Based Practice Aspects of Relationship

Course objectives: This session relates directly to course objectives 1, 3, 4, 7, and 8; and indirectly or partially to objectives 2 and 6.

Required Reading

- Hepworth et al. (2006).
Chapter 5: Relationship Building Skills, 81-125.
Chapter 6: Verbal following, exploring, focusing skills, 132-162.
Chapter 7: Eliminating counterproductive communication patterns, 163-178.
- Woods & Hollis (2000).
Chapter 5: Sustainment, direct influence, exploration-description, ventilation, 131-152.
- Dyche, L. and Zayas, L. (2001). Cross-cultural empathy and training the contemporary psychotherapist. *Clinical Social Work Journal*, 29(3), 245-258.
- 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.

Recommended Reading

- 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* (pp. 89-108). New York: Oxford University Press.
- 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.
- 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.

Sessions 4, 5, 6 and 7

Multi-dimensional Ecological Assessment – Person-in-Environment Evidence-based Practice Aspects of Assessment

Course objectives: These sessions relate directly to course objectives 1, 3, 4, 7, and 8; and indirectly or partially to objectives 2 and 6.

Required Reading

- Hepworth et al. (2006).
Chapter 8: Assessment: Exploring & Understanding Problems and strengths 179-205.
Chapter 9: Assessment: Intrapersonal and environmental Factors, 206-239.
- Woods & Hollis (2000).
Chapter 6: Reflective discussion of the person-situation configuration, 153-166.
Chapter 10: Initial interviews and the psychosocial study, 267-291.
Chapter 11: Assessment and diagnostic understanding, 293-324.
- Diller, J.V. (2007). Working with culturally different clients. In *Cultural diversity* (3rd ed.) (pp. 158-175). Belmont CA: Thomson Brooks/Cole.
- Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society*, 82(3), 233-242.
- McQuaide, S. (1999). A social worker's use of the diagnostic and statistical manual. *Families in Society*, 80(4), 410-416.
- 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.
- Zayas, L., Caplan, C., Turner, S., Romano, K., & Gonzales-Ramos, G. (2000). Understanding suicide attempts by adolescent Hispanic females. *Social Work*, 45(1), 53-63.

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.

Session 8

**Choosing Intervention Targets
Goals, Planning & Contracting
Evidence-based Aspects of Intervention Planning
Overcoming Barriers – Relationship (Transference, Countertransference, Resistance) & Environmental
(Collaboration)
Task Centered Approach**

Course objectives: This session relates directly to course objectives 1, 3, 4, 5, and 8; and indirectly or partially to objectives 2, 6 and 7.

Required Reading

Hepworth et al. (2006).

Chapter 12: Negotiating goals (pp 313-332) and Contracting (pp 343-354).

Chapter 18: Managing ... barriers to change (pp 542-565).

Chapter 13 Task-centered system, (pp 363-380).

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

Thyer, BA. (2004). What is evidence-based practice? *Brief Treatment and Crisis Intervention*. 4(2), 167-176.

Recommended Reading

Hepworth et al. (2006).

Chapter 15: Developing resources, planning, etc, 409-456.

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.

Rounds, K; Weil, M. and Bishop, K. (1994). Practice with culturally diverse families of young children with disabilities. *Families in Society*. 75(1). 3-17.

Woods & Hollis (2000).

Chapter 13: Choice of treatment procedures, 345-365.

A note about sessions 9-13: It is recognized that there is some overlap among the next 5 sessions. For instance, cognitive components will be found in some aspects of behaviorally oriented intervention as well as in affect regulation. The same may be true for most of the topics. The topics of the following weeks are arranged for ease of presentation and learning, but they should not be thought of as discretely different and unrelated.

Session 9

Implementing Intervention: Models of Practice Affect Regulation Techniques

Course objectives: This session relates directly to course objectives 1, 3, 4, 5, and 8; and indirectly or partially to objectives 2, 6 and 7.

Required Reading

Davis et al. (2008).

Chapter 3: Breathing, 21-30.

Chapter 4: Progressive relaxation, 31-34.

Chapter 6: Visualization, 51-59.

Chapter 9: Autogenics, 83-90.

Baer, R.A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology: Science and Practice*, 10 (2), 125-143.

Recommended Reading

Davis et al. (2008).

Chapter 1: How you react to stress

Chapter 2: Body awareness

Session 10

Implementing Intervention: Models of Practice Ego-Oriented Intervention

Course objectives: This session relates directly to course objectives 1, 3, 4, 5, and 8; and indirectly or partially to objectives 2, 6 and 7.

Required Reading

Hepworth et al. (2006). Chapter 17: Additive empathy, interpretation, and confrontation, 521-541.

Woods & Hollis (2000). Chapter 7: Reflective consideration of pattern-dynamic and developmental factors, 167-184.

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. [A classic ego psychology text].

Luborsky, L. & Barrett, M.S. (2006). The history and empirical status of key psychoanalytic concepts. *Annu. Rev. Clin. Psychol.* (2), 1-19.

Recommended Reading

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 100-115). London: Routledge Taylor & Francis Group.

Session 11

Implementing Intervention: Models of Practice Cognitive Behavioral Interventions (Part 1) Behavioral Techniques

Course objectives: This session relates directly to course objectives 1, 3, 4, 5, and 8; and indirectly or partially to objectives 2, 6 and 7.

Required Reading

Davis et al. (2008).

Chapter 17: Assertiveness training, 197-220.

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. and 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. [A chapter describing classic behavioral methods].

Session 12

Implementing Intervention: Models of Practice Cognitive Behavioral Interventions (Part 2) Cognitive-Restructuring

Course objectives: This session relates directly to course objectives 1, 3, 4, 5, and 8; and indirectly or partially to objectives 2, 6 and 7.

Required Reading

Hepworth et al. (2006).

section on Cognitive Restructuring, 391-402, In: Chapter 13, Planning and Implementing change oriented strategies.

Wells, R.A. (1994). Cognitive restructuring methods. In *Planned short-term treatment* (2nd ed.) (pp. 207-227) New York: The Free Press. [a classic text]

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 Reading

Davis et al. (2008).

Chapter 12: Refuting irrational ideas, 107-126.

Chapter 13: Thought stopping, 127-134.

Chapter 14: Worry control, 135-150.

Hodge D. & Nadir, A. (2008). Moving toward culturally competent practice with Muslims: Modifying cognitive therapy with Islamic tenets. *Social Work*, 53, (1), 31-41.

Session 13

Crisis Intervention

Course objectives: This session relates directly to course objectives 1, 3, 4, 5, and 8; and indirectly or partially to objectives 2, 6 and 7.

Required Reading

Hepworth et al. (2006).

Section on crisis intervention, 382-391, In: Chapter 13, Planning and implementing change-oriented strategies.

Woods & Hollis (2000).

Section on crisis intervention, 513-527, In: Chapter 18, Crisis intervention and brief treatment.

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

Recommended

Golan N. (1978). *Treatment in crisis situations*. New York: The Free Press.

Chapter 5: Professional intervention: Steps in the model, 80-95.

Chapter 6: Treatment methods, strategies, and techniques, 96-117.

Session 14

Termination, Evaluation & Follow-up.

Course objectives: This session relates directly to course objectives 1, 3, 4, 5, 7, and 8; and indirectly or partially to objectives 2, and 6.

Required Reading

Hepworth et al. (2006).

Chapter 12: Evaluation and Measurement sections, 332-343.

Chapter 19: The final phase: Termination and evaluation, 571-585.

Woods & Hollis

Chapter 20: Termination, 543-556.