USC | School of Social Work

Social Work 543
Social Work Practice with Individuals
3 Units

"The subjective experience of having been freed, enabled, released, steadied, re-motivated, reinforced in confidence – these are no small gains to the human psyche."

Helen Harris Perlman, NASW Social Work Pioneer,
in *Relationship: The Heart of Helping People*

Instructor: Cheryl Wilson, MSW, LCSW **Course Day:** Tuesday

E-Mail Cherylw@usc.edu **Course Time:** 5:45pm-7:00pm

Telephone: 203-868-8446

Course Location: VAC

Office: Virtual Academic Center

Office Hours: Virtual-by appointment

Course Prerequisites

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

I. Catalogue Description

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

II. Course Description

Given the complex and diverse urban/rural environments in which social workers practice and the diverse situations in which they intervene, a generalist social work education offers the best foundation for effective social work practice. SOWK 543 is designed to educate and prepare generalist social workers with the knowledge and skills needed to assess the person-in-environment (PIE) configuration and decide

which system(s)—individuals, families, groups, communities and/or organizations—are most appropriate for the focus of work and service provision.

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

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

III. Course Objectives

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

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

IV. 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.

V. Student Learning Outcomes

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

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

* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 2. Analyze and utilize models of assessment, prevention, intervention, and evaluation. 3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues.	Engagement Phase Vignettes, Psychosocial Assessment, and Intervention Plan (Assignment 1, 2, & 3) Student Written Response to an Ethical Dilemma Case (ungraded) Class Participation

Practice Contexts—Respond to contexts that shape practice. Social workers competent in Practice Contexts: ▪ Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. ▪ Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.	4. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Engagement Phase Vignettes, Psychosocial Assessment, and Intervention Plan (Assignment 1, 2, & 3) Class Participation

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	5. 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.	Engagement Phase Vignettes (Assignment 1)
	6. Assessment: Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed upon intervention goals and objectives. Select appropriate intervention strategies.	Psychosocial Assessment and Intervention Plan (Assignment 2 & 3)
	7. 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.	Intervention Plan (Assignment 3)
	8. Evaluation: Critically analyze, monitor, and evaluate interventions.	Intervention Plan (Assignment 3)

VI. Course Assignments, Due Dates & Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Engagement Phase Vignettes	4th week	20%
Assignment 2: Biopsychosocial Assessment	8th week	30%
Assignment 3: Intervention Plan	15th week	40%
Assignment 4: Class Participation	Throughout Semester	10%

Each of the major assignments is described below.

Assignment 1

This assignment will focus on examining engagement strategies with clients. Each student will prepare engagement strategies in response to 1 vignette out of 3 different types of clients. Students will be graded on their ability to describe appropriate engagement strategies focusing on cultural values, beliefs, and behaviors that are described in the literature as related to the vignettes. Concepts must be supported by professional literature. The vignettes will be provided at the first class session.

Due: Day of Unit 4 class

This assignment relates to student learning outcomes 1, 2, 3, 4, and 5.

Assignment 2

This assignment involves developing the first two sections of a biopsychosocial assessment on the Virtual Field Practicum client. A detailed biopsychosocial assessment framework will be presented in class. 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 (the assessment). A detailed description of the assignment will be distributed in class.

Due: Day of Unit 8 class

This assignment relates to student learning outcomes 1, 2, 3, 4, and 6.

Assignment 3

This assignment involves developing an intervention plan using evidence-based interventions found in the literature/databases. This plan will be based on the biopsychosocial assessment accomplished in assignment #2. A discussion and critical analysis of the application of intervention techniques supported by your field placement will also be included, however, the intervention plan must go beyond the interventions already provided to the VFP client during sessions. Students will include a discussion of ethical issues that are present in their assessment and intervention. A detailed description of the assignment will be distributed in class.

Due: Day of Unit 15 class

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

Assignment 4: 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.

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 comportment. 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. Comportment 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.

Class grades will be based on the following:

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

VII. Required and Supplementary Instructional Materials & Resources

Required Textbooks

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

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.

DSM-5

Just a reminder that the DSM 5 is available online through the library's subscription using the link below.

URL: https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/

You'll be asked to log in using your USC ID and password. Once you're on the page, click on the link titled "Explore the new edition" to access the content.
Here's a screenshot of what the page looks like: http://screencast.com/t/cPoq2jSd

Course Schedule—Detailed Description

Unit 1:	Overview of Social Work Cultural Competence and Social Diversity	DATE

Engagement….Assessment….Planning/Contracting….Intervention….Termination….Evaluation

Topics

- Engaging diversity and difference in practice
- Overview of the treatment process
- Social work roles and competencies
- Value and ethical base of social work

This session relates to course objectives 1-5.

Required Readings

Diller, J. V. (2007). Working with culturally different clients. In *Cultural diversity* (3rd ed., pp. 158-175). Belmont CA: Thomson Brooks/Cole.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Direct practice: Domain, philosophy, roles. In *Direct social work practice: Theory and skills* (9th ed., chap. 2, pp. 25-34). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Operationalizing the cardinal social work values. In *Direct social work practice: Theory and skills* (9th ed., chap. 4, pp. 57-85). Belmont, CA: Brooks/Cole, Cengage Learning.

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

Recommended Readings

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

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

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

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

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

Organista, K. (2009). New practice model for Latinos in need of social work services. *Social Work. 54*(4). pp. 297-305.

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

Unit 2:	Initial Phase of Treatment: Engagement and Rapport Building	DATE

- Building the Relationship: Engagement, Empathy and Exploration
- Overcoming Barriers
- Transference and Counter-transference
- Utilizing Critical Thinking Skills

This session relates to course objectives 1 and 2.

Required Readings

Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. *Social Work, 52*(3), 251-259.

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

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Relationship building skills. In *Direct social work practice: Theory and skills* (9th ed., chap. 5, pp. 89-133). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Verbal following, exploring, focusing skills. In *Direct social work practice: Theory and skills* (9th ed., chap. 6, pp. 135-164). Belmont, CA: Brooks/Cole, Cengage Learning.

Recommended Readings

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.

Mirick, R.G. (2012) Reactance and the child welfare client: interpreting parents' resistance to services through the lens of reactance theory. *Families in Society. 93*(1),1-8.

Unit 3:	Integration of Engagement and Fact-Gathering	DATE

Engagement….Assessment….Planning/Contracting….Intervention….Termination….Evaluation

Topics

- Interviewing techniques
- Using the context to build relationships
- Culturally competent engagement
- Stages of change: pre-contemplation, contemplation, action, maintenance, and relapse
- Using Motivational Interviewing techniques to engage the reluctant client

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

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Eliminating counterproductive communication patterns. In *Direct social work practice: Theory and skills* (9th ed., chap. 7, pp. 165-183). Belmont, CA: Brooks/Cole, Cengage Learning.

Miller, W.R. & Rolnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and Cognitive Psychotherapy, 37*, p. 129-140.

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

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

Recommended Readings

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

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.

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

Unit 4:	Targeted Assessment: Children and Youth (Assignment #1 Due)	DATE

Engagement….**Assessment**….Planning/Contracting….Intervention….Termination….Evaluation

Topics

- Introduction to psychosocial assessment and mid-term
- Ecomaps
- Assessing child maltreatment and other risks associated with children and youth

This session relates to course objectives 4 and 5.

Required Readings

Connell-Carrick, K. & Scannapieco, M. (2009) Psychosocial assessment of alleged victims of child maltreatment. In A. Giardino, M. Lyn, & E. Giardino (Eds) *A practical guide to the evaluation of child physical abuse and neglect* (425-443). New York: Springer.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). *Direct social work practice: Theory and skills* (9th ed., “Assessment” section, pp. 209-211 and “Depression and suicidal risk” section, pp. 230-232). Belmont, CA: Brooks/Cole, Cengage Learning.

Recommended Readings

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

Maiter, S. and Stalker, C. (2011). South Asian immigrants’ experience of child protection services: are we recognizing strengths and resilience? Child and Family Social Work.16, 138-148.

Ringel, S. (2005). Therapeutic dilemmas in cross-cultural practice with Asian American adolescents. Child and Adolescent Social Work Journal. 22(1), 57-69.

Unit 5:	Targeted Assessment Across the Adult Lifespan	DATE

Engagement….**Assessment**….Planning/Contracting….Intervention….Termination….Evaluation

Topics

Unit 5:	Targeted Assessment Across the Adult Lifespan	DATE

- Strength-based approach to assessment
- Genograms
- Life transitions
- Assessing suicidality across the life course

This session relates to course objective 4 and 5.

Required Readings

Abdul-Hamid, W., Lewis-Cole, K., Holloway, F. & Silverman, M. (2009). Older people with enduring mental illness: A needs assessment tool. *The Psychiatrist*, *33*, 91-95.

Berg, C. (2009). A comprehensive framework for conducting client assessments: Highlighting strengths, environmental factors and hope. *Journal of Practical Consulting, 3*(2), 9-13.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Assessment: Exploring & understanding problems and strengths. In *Direct social work practice: Theory and skills* (9th ed., chap. 8, pp. 185-213). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Assessment: Intrapersonal, interpersonal, and environmental factors. In *Direct social work practice: Theory and skills* (9th ed., chap. 9, pp. 215-249). Belmont, CA: Brooks/Cole, Cengage Learning.

Recommended Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Additive empathy, interpretation, and confrontation. In *Direct social work practice: Theory and skills* (9th ed., chap. 17, pp. 535-555). Belmont, CA: Brooks/Cole, Cengage Learning.

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

Unit 6:	Specialty Topics of Assessment	DATE

Engagement….**Assessment**….Planning/Contracting….Intervention….Termination….Evaluation

Topics

- DSM: An assessment tool
- Substance abuse and co-occurring disorders
- Intimate partner violence (IPV)
- Community violence
- Spirituality

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

Required Readings

Hodge, D. (2005). Spiritual Lifemaps: A client centered pictorial instrument for spiritual assessment, planning and intervention. *Social Work, 50*(1), 77-87.

Regier, D.A., Narrow, W.E., Kuhl, E.A., & Kupfer, D.J. (2009) The conceptual development of DSM-V. *American Journal of Psychiatry, 166*, 645-650.

Todahl, J. & Walters, E. (2009) Universal screening and assessment for intimate partner violence: the IPV Screen and Assessment Tier (IPV-SAT) Model. *Journal of Feminist Family Therapy, 21*(4), 247-270.

Verney, S. & Kipp, B. (2007). Acculturation and alcohol treatment in ethnic minority populations: Assessment issues and implications. *Alcoholism Treatment Quarterly, 25*(4), 47-61.

Werner, S. (2012). Needs assessment of individuals with serious mental illness: Can it help in promoting recovery? *Community Mental Health Journal*, *48*(5), 568-573.

Recommended Readings

Amodeo, M. & Jones, L. K. (1997). Viewing alcohol and other drug use cross culturally: A cultural framework for clinical practice. *Families in Society, 78*(3), 240-254.

Bell-Tolliver, L. and Wilkerson, P. (2011). The use of spirituality and kinship as contributors to successful therapy outcomes with African American families. *Journal of Religion and Spirituality in Social Work, 30*(1). 48-70.

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

Unit 7: Evidence-Based Practice: Planning and Contracting — DATE

Engagement….Assessment….**Planning/ Contracting**….Intervention….Termination….Evaluation

Topics

- Critical thinking: selecting appropriate evidence-based interventions
- Evidence-based interventions
- Intervention planning
- Goals and contracting

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

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Developing goals and formulating a contract. In *Direct social work practice: Theory and skills* (9th ed., chap. 12, pp. 327-375). Belmont, CA: Brooks/Cole, Cengage Learning.

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

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

Recommended Readings

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

BRIEF THERAPIES (Units 8-10)

Unit 8: Crisis Intervention (Assignment #2 Due) DATE

- Introduction to brief therapies
- Overview of models of Crisis Intervention
- Self-care: responding to secondary trauma and addressing potential for burnout

This session relates to course objectives 4 and 5.

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Planning and implementing change-oriented strategies. In *Direct social work practice: Theory and skills* (9th ed., chap. 13, pp. 379-407). Belmont, CA: Brooks/Cole, Cengage Learning. (Instructor Note: Section on crisis intervention.)

Hobbs, M. (2011). Crisis intervention in theory and practice: A selective review.*British journal of medical psychology*, *57*(1), 23-34.

Kanel, K. (2011). The ABC Model of Crisis Intervention. In K. Kanel, A *Guide to Crisis Intervention* (pp. 44-74).Belmont, CA: Brooks/Cole

Moore, S.E., Bledsoe, L.K., Perry, A.R., & Robinson, M.A. (2011) Social work students and self-care: a model assignment for teaching. *Journal of Social Work Education, 47*(3), 545-553.

Recommended Readings

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

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

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

Unit 9: Problem Solving Therapy DATE

Engagement….Assessment….Planning/Contracting….**Intervention**….Termination….Evaluation

Topics

- Overview of Problem Solving Therapy (PST)
- Planning, Contracting, and Intervening
- PST with older adult populations

This session relates to course objectives 4 and 5.

Required Readings

D'Zurilla, T. & Nezu, A. (2012) Problem-solving therapy. In K. Dobson (Ed.) *Handbook of Cognitive-Behavioral Therapies*, 3rd. Edition. (197-225). New York: Guilford Press.

Haverkamp, R., Arean, P., Hegel, M.T., & Unutzer, J. (2004) Problem solving therapy for complicated depression in late life: a case study in primary care. *Perspectives in Psychiatric Care, 40*(2), 45-52.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Developing resources, organizing. In *Direct social work practice: Theory and skills* (9th ed., chap. 14, pp. 439-453). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Managing barriers to change. In *Direct social work practice: Theory and skills* (9th ed., chap. 18, pp. 557-587). Belmont, CA: Brooks/Cole, Cengage Learning.

Recommended Readings

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

Unit 10: Interpersonal Psychotherapy DATE

Engagement….Assessment….Planning/Contracting….**Intervention**….Termination….Evaluation

Topics

- Overview of Interpersonal Psychotherapy (IPT)
- IPT session breakdown
- IPT-specific techniques

This session relates to course objectives 4 and 5.

Required Readings

Cuijpers, P., Geraedts, A., van Oppen, P., Andersson, G., Markowitz, J. & on Straten, A. (2011). Interpersonal psychotherapy for depression: A meta-analysis. *American Journal of Psychiatry*, *168*, 581-592.

Markowitz, J. & Weissman, M. (2012). Interpersonal therapy: Past, present and future, *Clinical Psycholoy and Psychotherapy, 1*9, 3 99-105.

Mufson, A. (2010). Interpersonal Psychotherapy for Depressed Adolescence (IPT-A): Extending the reach from academic to community settings. *Child and Adolescence Mental Health, 15*(2) 66-72.

Rafaeli, R Klein A. & Markowitz, (2011). Interpersonal psychotherapy (IPT) for PTSD: A case study. *American Journal of Psychotherapy, 65*(3), 205-223.

Recommended Readings

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

COGNITIVE-BEHAVIORAL THERAPIES (Units 11-13)

Unit 11: Classic Cognitive-Behavioral Therapy DATE

Engagement….Assessment….Planning/Contracting….**Intervention**….Termination….Evaluation

Topics

- Foundational elements
- Focus on differences between behavior and cognitive approaches
- Behavioral techniques
- Cognitive-restructuring

This session relates to course objectives 4 and 5.

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). Planning and Implementing change oriented strategies. In *Direct social work practice: Theory and skills* (9th ed., chap. 13, pp. 408-422). Belmont, CA: Brooks/Cole, Cengage Learning. (Instructor Note: Section on cognitive restructuring.)

Hodges, J. & Oei, T. P. S. (2007). Would Confucius benefit from psychotherapy? The compatibility of cognitive behavior therapy and Chinese values. *Behavior Research and Therapy, 45*, 901-914.

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.

Recommended Readings

Thomlison, B. & Thomlison, R. J. (1996). Behavior theory and social work treatment. In F. Turner (Ed.), S*ocial work treatment: Interlocking theoretical approaches* (39-68). New York: The Free Press. (Instructor Note: A chapter describing classic behavioral methods.)

Wells, R. A. (1994). Cognitive restructuring methods. In *Planned short-term treatment*, 2nd Edition (207-227). New York: The Free Press. (Instructor Note: A classic text.)

Unit 12: Contemporary CBT: The Third Wave DATE

Engagement….Assessment….Planning/Contracting….**Intervention**….Termination….Evaluation

Topics

- Overview of Acceptance and Commitment Therapy
- Overview of Mindfulness-Based Cognitive Behavioral Therapy

This session relates to course objectives 4 and 5.

Required Readings

Hayes, S.C.; Luoma, J.B.; Bond, F.W.; Masuda, A.; & Lillis, J. (2006). Acceptance and commitment therapy: model, processes and outcomes. *Behaviour Research and Therapy 44*, 1–25.

Kabat-Zinn, J. (2003) Mindfulness-based interventions in context: past, present, and future. *Clinical Psychology: Science and Practice, 10*(2), 144-156.

Öst, L-G. (2008) Efficacy of the third wave of behavioral therapies: a systematic review and meta-analysis. *Behavior Research and Therapy, 46*(3), 296-321.

Shapiro, S.L.; Carlson, L.E.; Astin, J.A.; & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology, 62*(3), 373-386.

Recommended Readings

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

Bishop, S.R.; Lau, M.; Shapiro, S.; Carlson, L.; Anderson, N.D.; Carmody, J.; Segal, Z.V.; Abbey, S.; Speca, M.; Velting, D.; & Devins, G. (2004) Mindfulness: a proposed operational definition. *Clinical Psychology: Science and Practice, (11)*3, 230-241.

Hayes, S.C. (2004) Acceptance and commitment therapy, relational frame therapy, and the third wave of behavior and cognitive therapies. *Behavior Therapy, 35*, 639-665.

Rauzi, R. Tapping into the power of mindfulness. *Los Angeles Times, Feb. 23, 2013*. Retrieved on 3-1-13 from: http://www.latimes.com/business/la-fi-meditation-management-20130224,0,3451755,full.story

Unit 13: Child-Focused CBT: AddressingTrauma DATE

Engagement….Assessment….Planning/Contracting….**Intervention**….Termination….Evaluation

Topics

- CBITS: Cognitive-Behavioral Intervention for Trauma in Schools
- TF-CBT: Trauma-Focused Cognitive Behavioral Therapy

This session relates to course objectives 4 and 5.

Required Readings

Cohen, J.A. & Mannarino, A.P. (2008) Trauma-focused cognitive behavioural therapy for children and parents. *Child and Adolescent Mental Health*, 13(4), 158-162.

Crawley, S.A., Podell, J.L., Beidas, R.S., Braswekkm L., & Kendall, P.C. (2010). Congitive-behavioral therapy with youth. In K. Dobson (Ed.), *Handbook of Cognitive-Behavioral Therapies*, 3rd Edition (375-410). New York: Guilford Press.

Lang, J.M., Ford, J.D., & Fitzgerald, M.M. (2010) An algorithm for determining use of trauma-focused cognitive-behavioral therapy. *PsychotherapyTheory, Research, Practice, Training, 47*(4), 554-569.

Stein, B.D., et al (2011) Helping children cope with violence and trauma: a school-based program that works. *Research Highlights*. Santa Monica, CA: Rand Corporation. Retrieved on 3-1-13 from: http://www.rand.org/content/dam/rand/pubs/research_briefs/2011/RAND_RB4557-2.pdf

Stein, B.D.; Kataoka, S.; Jaycox, L.H.; Wong, M.; Fink, A.; Escudero, P.; & Zaragoza, C. (2002) Theoretical basis and program design of a school-based mental health intervention for traumatized immigrant children: a collaborative research model. *Journal of Behavioral Health Services and Research*, *29*(3), 318–326.

Recommended Readings

Deblinger, E., Behl, L.E., & Glickman, A.R. (2012). Trauma-focused cognitive behavioral therapy for children who have experienced sexual abuse. In P. Kendall (Ed.), *Child and Adolescent Therapy: Cognitive-Behavioral Procedures* (345-376). New York: Guilford Press.

Jaycox, L.; Stein, B.D.; Kataoka, S.; Wong, M.; Fink, A.; Escudero, P.; Tu, W.; and Zaragoza, C. (2002) Violence exposure, posttraumatic stress disorder, and depressive symptoms among recent immigrant schoolchildren. *Journal of the American Academy of Child and Adolescent Psychiatry, 41*(9), 1104–1110.

Moree, B.N. & Davis III, T.E. (2010) Cognitive-behavioral therapy for anxiety in children diagnosed with autism spectrum disorders: modification trends. *Research in Autism Spectrum Disorders, 4*, 346-354.

Unit 14: Termination: Forced, Planned and Premature DATE

- Dealing with different forms of termination
- Referrals for continued services

This session relates to course objectives 4 and 5.

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). The final phase: Evaluation and termination. In Direct social work practice: Theory and skills (9th ed., chap. 19, pp. 591-607). Belmont, CA: Brooks/Cole, Cengage Learning. (Instructor note: Section on termination)

Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C., & Crook-Lyon, R. (2011) Clients' perspectives on therapy termination. *Psychotherapy Research*, *21*(2), 154-167.

Macneil, C. A., Hasty, M. K., Conus, P., & Berk, M. (2010). Termination of therapy: what can clinicians do to maximise gains?. *Acta Neuropsychiatrica*,*22*(1), 43-45.

Ogrodniczuk, J. S., Joyce, A. S., & Piper, W. E. (2005). Strategies for reducing patient-initiated premature termination of psychotherapy. *Harvard Review of Psychiatry*, *13*(2), 57-70.

Unit 15: Evaluation & Follow-Up DATE

Engagement….Assessment….Planning/Contracting….Intervention….Termination….**Evaluation**

Topics

- Efficacy of work
- Service improvement measures
- Multi-modal evaluation: including clients and client systems in evaluations

This session relates to course objectives 4 and 5.

Required Readings

Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social work practitioners and practice evaluation: how are we doing? *Journal of Human Behavior in the Social Environment*, *20*(8), 963-973.

Davis, T. D. (2006). Practice Evaluation in Social Work. *Smith College Studies in Social Work*, *76*(3), 67-92.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2013). The final phase: Evaluation and termination. In *Direct social work practice: Theory and skills* (9th ed., chap. 19, pp. 591-607). Belmont, CA: Brooks/Cole, Cengage Learning. (Instructor note: Section on evaluation)

Shaw, I. (2006). Practitioner evaluation at work. *American Journal of Evaluation, 27*(1), 44-63.

Recommended Reading

Bateman, A.W. & Fonagy, P. (2000) Effectiveness of psychotherapeutic treatment of personality disorder. *The British Journal of Psychiatry, 177*, 138-143.

Jani, J; Ortiz, L; and Aranda, M. (2012). Latino outcome studies in social work: a review of the literature. Research in Social Work Practice. 19(2),179-194.

ASSIGNMENT #3 DUE

University Policies and Guidelines

VIII. 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 (@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.

IX. 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.

X. 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.

XI. Emergency Response Information

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

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

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

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

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

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

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

University Park Campus		Academic Centers	
City Center	Front of Building (12th & Olive)	**Orange County**	Faculty Parking Lot
MRF	Leavey Lawn	**San Diego**	Building Parking Lot
SWC	Leavey Lawn	**Skirball**	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

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

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

Don't procrastinate or postpone working on assignments.