

Social Work 544
Clinical Social Work Practice With Individuals, Families, & Groups
Three Units

INSTRUCTOR: NADIA MISHAEL, PSY.D., LCSW

COURSE DAY: FRIDAYS

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Course Time: 11:00 – 1:50 p.m.

Telephone: (310) 470-6444

Course Location: MRF 330

Office: TBA

Office Hours: TBA

COURSE PREREQUISITES

Clinical Social Work Practice with Individuals, Families, & Groups (SOWK 544) 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

Principles underlying generic social work practice with emphasis on working with individuals, families, and groups.

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 544 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.

Clinical Social Work Practice with Individuals, Families, & Groups (SOWK 544) 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 professional identity, 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 simultaneously to the theory, research and necessary skills required to work with individuals, families and groups in the engagement, assessment, intervention, termination, and evaluation phases of 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

Clinical Social Work Practice with Individuals, Families, & Groups (SOWK 544) will:

Objective #	Objectives
1	Teach professional identity and 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 understanding, empathy, and 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 theory, empirical research, and evidence-based intervention 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 among the biological, psychological, social, and cultural systems.
5	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, research, and practice.

V. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following 10 social work core competencies:

Social Work Core Competencies	SOWK 544	Course Objective
1 Professional Identity	*	
2 Ethical Practice	*	1
3 Critical Thinking	*	1-5
4 Diversity in Practice	*	1 and 2
5 Human Rights and Justice		
6 Research-Based Practice	*	3
7 Human Behavior	*	2 and 4
8 Policy Practice		
9 Practice Contexts	*	1, 2, and 3
10 Engage, Assess, Intervene, Evaluate	*	4 and 5

* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>Ethical Practice—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	1. Recognize and manage personal values in a way that allows professional values to guide practice.	Classroom discussion Assignment 2
	2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Classroom discussion Assignments 1-3
	3. Tolerate ambiguity in resolving ethical conflicts.	Classroom discussion
	4. Apply strategies of ethical reasoning to arrive at principled decisions.	Classroom discussion Assignments 1-3

<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> 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. 	5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignments 1-3
	6. Analyze models of assessment, prevention, intervention, and evaluation.	Assignments 1-3
	7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Classroom discussion Assignments 1-3
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	8. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Classroom discussion Assignments 1-3
	9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Classroom discussion Assignment 2
	10. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Classroom Discussion
	11. View themselves as learners and engage those with whom they work as informants.	Classroom discussion Assignments 1 and 3
<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	12. Use practice experience to inform scientific inquiry.	Classroom discussion Assignments 1-3
	13. Use research evidence to inform practice.	Classroom discussion Assignments 1-3

<p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. 	14. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	Classroom discussion Assignments 1-3
	15. Critique and apply knowledge to understand person and environment.	

<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> 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. 	16. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Classroom discussion Assignments 1 and 3
	17. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Classroom discussion Assignments 1 and 3

VI. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

	Assignment	Due Date	% of Final Grade
Assignment 1:	Engagement Phase Vignettes	Fourth week	20%
Assignment 2:	Family of Origin Paper	Eighth week	35%
Assignment 3:	Group Development	Finals week	35%
Assignment 4:	Participation	Throughout	10%

Each of the major assignments is described below

Assignment 1: Engagement

This assignment will focus on examining engagement strategies with clients. Each student will prepare engagement strategies in response to two of four vignettes provided (choice must include 1 individual and 1 family vignette). 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: Fourth Week; *This assignment relates to student learning outcomes 1, 2, 4, 9 &10.*

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) interview two members of your family; and (2) develop an analysis of your family that includes intergenerational patterns and family structure as described in Burkenmeier textbook.

Due: Eighth Week; *This assignment relates to student learning outcomes 1, 3, 4, and 7.*

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 this course 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 will be distributed in class.

Due: Finals Week; *Assignment relates to student learning outcomes 3, 6, 7, 9 and 10.*

ASSIGNMENTS DETAILS CAN BE FOUND AT THE END OF THE SYLLABUS

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, 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: Nonparticipant: 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 AND RESOURCES**Required Textbooks**

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). *The practice of generalist social work*, 3rd edition. Routledge: New York.

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) (**under instructor name CEDERBAUM**). The textbooks have also been placed on reserve at Leavey Library.

DSM-5: 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>

USC Rainbow Alliance Caucus LGBT+ Resources

<http://rainbowallianceswcatusc.weebly.com/resources.html>

544 Course Overview

Unit	Topics
1	■ Overview of Social Work Profession, Professional Identity, and Values and Ethics, and Social Diversity
2	■ Understanding Individuals: Diversity, Adversity, and Empathy
3	■ Initial Phase of Treatment: Engagement and Rapport Building with Individuals and Families
4	■ Assessment: Individuals
5	■ Assessment Families
6	■ Assessment: Essential Components
7	■ Sustained engagement with Individuals and Families
8	■ Treatment Planning
9	■ Introduction to Evidence Based Short Term Treatment Models
10	■ Overview of Longer Term Therapy with Individuals and Families
11	■ Group Types and Goals
12	■ Stages of Group Development
13	■ Clinical Considerations in Social Work Group Practice
14	■ Termination
15	■ Evaluation and Follow-up

Course Schedule—Detailed Description

Unit 1: Overview of Social Work Profession, Professional Identity, and Values and Ethics, and Social Diversity

Augues 28, 2015

Topics

- Overview of social work practice: a generalist social work model
- Overview of engagement
- Overview of bio-psycho-social assessment
- Roles of social workers
- The value and ethics of the profession (including the NASW Code of Ethics); a focus on diversity and acceptance
- Overview of the treatment process
- Confidentiality and mandated reporting: legal and ethical
- Ethical dilemmas

REQUIRED:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Understanding social work practice. *The practice of generalist social work* (3rd ed., pp. 2- 35). Routledge: New York.

Cameron, M. & King Keegan, E. (2010). The common factors model: Implications for transtheoretical clinical social work practice. *Social Work, 55*, 63-73.

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

NASW—National Association of Social Workers. (n.d.). *Code of ethics*. Retrieved from <http://www.naswdc.org/pubs/code/default.asp> ***CROSSOVER READING***

RECOMMENDED:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Applying values and ethics to practice. *The practice of generalist social work* (3rd ed., pp.39- 63). Routledge: New York.

Reamer, F. G. (2013). Social work values. In *Social work values and ethics, 4th ed.* (pp. 13-42). New York: Columbia University Press.

Unit 2: Understanding Individuals: Diversity, Adversity, and Empathy Sept. 4, 2015**Topics**

- Race, class, orientation, identity
 - Racism, discrimination, subjugation, heteronormativity
 - Adverse Childhood Experiences (ACEs)
 - Empathy
 - Ways in which these factors influence the bio-psycho-social assessment
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REQUIRED:

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

Larkin, H., Beckos, B. A., & Shields, J. J. (2012). Mobilizing resilience and recovery in response to Adverse Childhood Experiences (ACE): A restorative integral support (RIS) case study. *Journal of Prevention and Intervention in the Community*, 40(4), 335-246.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and Adverse Childhood Experiences research: Implications for practice and health policy. *Social Work in Public Health*, 29, 1-16.

CROSSOVER READING

Sacks, V., Murphey, D., & Moore, K. (2014). Adverse Childhood Experiences: National and State-level prevalence. *Child Trends Research Briefs*, 1-11.

Unit 3: Initial Phase of Treatment: Engagement and Rapport Building with Individuals and Families Sept. 11, 2015**Topics**

- Critical understanding of engagement, assessment, treatment, intervention through a person-in-environment perspective
 - Building the relationship: engagement, exploration, empathy, acceptance
 - Overcoming barriers
 - Transference and countertransference
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REQUIRED:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Individual engagement. *The practice of generalist social work* (3rd ed., pp. 67- 97). Routledge: New York.

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

RECOMMENDED:

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.

Unit 4: Assessment: Individuals

Sept. 18, 2015

Topics

- What is assessment?
 - Ecomaps
 - Strengths-based perspective and assessment
 - Life span perspective assessment
 - Stages of change: precontemplation, contemplation, preparation, action, and maintenance
 - Using motivational interviewing techniques
 - Affect attunement
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REQUIRED:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Social work practice with individuals: Assessment and planning. *The practice of generalist social work* (3rd ed., pp. 103-106; 116-122; 130-139). Routledge: New York.

Brazeau, J. N., Teatero, M. L., Rawana, E. P., Brownlee, K., & Blanchette, L. R. (2012). The strengths assessment inventory: Reliability of a new measure of psychosocial strengths for youth. *Journal of Child and Family Studies*, 21(3), 384-390.

Prochaska, J. O., Norcross, J. C., DiClemente, C. C. (2013). Applying stages of change. *Psychotherapy in Australia*, 19(2), 10-15.

RECOMMENDED:

Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society*, 82(3), 233-242.

Lee, M. Y., Chan, C. & Ng, S-M. (2009). Systematic assessment: Everything is connected. In *Integrative social work practice* (pp. 51-82). Cary, N.C.: Oxford University Press.

Unit 5: Assessment: Families

Sept. 25, 2015

Topics

- Internal Family Assessment—boundaries, alignments, patterns of interpersonal communication, family homeostasis, family roles
 - Intergenerational Assessment—Genogram
 - Attachment
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REQUIRED:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Social work practice with Families: Engagement, assessment and planning. *The practice of generalist social work* (3rd ed., pp. 236-246; 272-281). Routledge: New York.

Balaguer Dunn, A., & Levin, M. M. (2000). The Genogram: From diagnostics to mutual collaboration. *The Family Journal*, 8(3), 236-244.

Barker, P. & Chang, J. (2013). The family diagnostic interview. In *Basic Family Therapy* (6th ed., pp. 70-87). Somerset, N.J.: John Wiley & Sons.

Schore, J. & Schore, A. (2008) Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36, 9-20. ***CROSSOVER READING***

Recommended

Chavis, M. A. (2004). Genograms and African American families: Employing family strengths of spirituality, religion, and extended family network. *Michigan Family Review*, 10, 30-36.

Harris, N. (2012). Assessment: When does it help and when does it hinder? Parents' experiences of the assessment process. *Child and Family Social Work*, 17, 180-191.

Weiss, E. L., Coll, J. E., Gerbauer J. D., Simley, 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.

Unit 6: Assessment: Essential Components

October 2, 2015

Topics

- Overview of DSM-5 and DSM-5 as an assessment tool
- Overview of neurodevelopmental disorders
- Substance abuse and co-occurring disorders
- Mental status examination and determining competency
- Spiritual assessment
- Risk Assessment

REQUIRED:

Barrera, I., & Jordan, C. (2011). Potentially harmful practices: Using DSM with people of color. *Social Work in Mental Health*, 9(4), 272-286.

Gunnar, M. & Loman, M. (2011). Early experience and stress regulation in human development. In D.P. Keating (Ed.), *Nature and nurture in early child development* (pp.97-113). New York, NY: Cambridge University Press. ***CROSSOVER READING***

Hodge, D. R. (2005). Spiritual Ecograms: A new assessment instrument for identifying clients' strengths in space and across time. *Families in Society*, 86(2), 287-296.

Littrell, J. & Lacasse, J. (2012). Controversies in psychiatry and the DSM-5: The relevance for social work. *Families in Society*, 93(4), 265-270.

RECOMMENDED:

Corrigan, P.W. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Social Work*, 52(1), 31-39.

Hawkins, R. & Kim, E. (2012). The Socio-Economic Empowerment Assessment: Addressing poverty and economic distress in clients. *Clinical Social Work Journal*, 40, 194-202.

Paniagua, F. A. (2010) Assessment and diagnosis in a cultural context. In *Culture and the Therapeutic Process: A Guide for Mental Health Professionals* (pp. 65-98). NY: Routledge.

Smith-Osborne, A. & Bolton, K. (2013). Assessing resilience: A review of measures across the life course. *Journal of Evidence-Based Social Work*, 10, 111-126.

Unit 7: Sustained engagement with Individuals and Families

October 9, 2015

Topics

- Using the context to sustain relationships
- Culturally competent engagement for strengthening therapeutic alliance
- Understanding diverse families (e.g. blended, LGBT)
- Adapting practice to respecting diverse needs

REQUIRED:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Social work practice with Families: Engagement, assessment and planning. *The practice of generalist social work* (3rd ed., pp. 247-272). Routledge: New York.

Cornille, T., Meyer, A. S., Mullis A. K., Mullis, R. L. & Boroto, D. (2008), The Family Outreach Model: Tools for engaging and working with families in distress. *Journal of Family Social Work*, 11(2), 185-201.

Staudt, M. S., Lodato, G., & Hickman, C.R. (2012). Therapists talk about the engagement process. *Community Mental Health*, 48, 212-218.

RECOMMENDED:

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.

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

Spandler, H., Roy, A., & Mckeown, M (2014) Using football metaphors to engage men in therapeutic support. *Journal of Social Work Practice*, 28(2), 229-245.

Taibbi, R. (2007). In the beginning: Great expectation. In *Doing family therapy: Craft and creativity in clinical practice* (2nd ed., pp. 47-62). New York: Guilford Press

Wahab, S. (2005). Motivational interviewing and social work practice. *Journal of Social Work*, 5(1), 45-60.

Unit 8: Treatment Planning

October 16, 2015

Topics

- Choosing intervention targets
- Worker's intervention plan: outline
- The process of evidence-based practice
- Goals and contracting
- Case management

REQUIRED:

Barker, P. & Chang, J. (2013). Establishing treatment goals. In *Basic Family Therapy* (6th ed., pp. 88-94). Somerset, N.J.: John Wiley & Sons.

Drisko, J. W. & Grady, M. D. (2012). The steps of evidence-based practice in clinical practice: An overview. In *Evidence-Based Practice in Clinical Social Work* (pp. 31-53). NY: Springer. *****CROSSOVER READING*****

Drisko, J. W. & Grady, M. D. (2012). Shared decision making with the client. In *Evidence-Based Practice in Clinical Social Work* (pp. 155-164). NY: Springer.

RECOMMENDED:

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

Unit 9: Introduction to Evidence Based Short Term Treatment Models**October 23, 2015****Topics**

- Introduction to brief therapies
 - Examples of brief therapies (crisis intervention, problem solving therapy, mindfulness and biofeedback)
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REQUIRED:

Bannink, F. P. (2007). Solution-focused brief therapy. *Journal of Contemporary Psychotherapy*, 37, 87-94.

Beck, J. S., & Tompkins, M. A. (2007). Cognitive therapy. In N. Kazantzis & L. L'Abate (Eds.), *Handbook of homework assignments in psychotherapy* (pp. 51-64). New York, NY: Springer.

Myer, R. A., & Conte, C. (2006). Assessment for crisis intervention. *Journal of clinical Psychology: In Session*, 62, 959-970.

Nezu, A. M., & Nezu, C. M. (2001). Problem-solving therapy. *Journal of Psychotherapy Integration*, 11(2), 187-205.

Unit 10: Overview of Longer Term Therapy with Individuals and Families**October 30, 2015****Topics**

- Overview of long term therapeutic interventions
 - Examples of long term therapies (interpersonal therapy, cognitive behavioral therapy/trauma informed cognitive behavioral therapy)
 - Social learning and modeling
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REQUIRED:

Dobson, K. & Beshai, S. (2013). The theory-practice gap in cognitive behavioral therapy: Reflections and a modest proposal to bridge the gap. *Behavior Therapy*, 44, 559-567.

*****CROSSOVER READING*****

Leichsenring, F., Hiller, W., Weissberg, M., & Leibing, E. (2006). Cognitive-behavioral therapy and psychodynamic psychotherapy: Techniques, efficacy, and indications. *American Journal of Psychotherapy*, 60(3), 233-259.

Markowitz, J. & Weissman, M. (2012). Interpersonal therapy: Past, present and future. *Clinical Psychology and Psychotherapy*, 19(2), 99-105.

Topics

- Definitions of a group
 - History of Group Psychotherapy in Social Work Practice
 - Types of Groups: Homogenous vs. heterogeneous; open vs. closed
 - Determining the need for a group
 - What kind of group? Psycho-education, Support, or Therapeutic.
 - Settings: Outpatient vs. Inpatient group therapy
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REQUIRED:

- Cohen, M. B., & Graybeal, C. T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30(4), 41-58.
- 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.
- Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, 52(2), 145-161. ***CROSSOVER READING***
- Zorzella, K. P. M., Muller, R. T., & Classen, C. C. (2014). Trauma group therapy: The role of attachment and therapeutic alliance. *International Journal of Group Psychotherapy*, 64(1), 25-47.

RECOMMENDED:

- 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.
- Bernstein, S. (1965). Chapter 2: A Model for Stages of Development in Social Work Groups. *Explorations in Group Work: Essays in Theory and Practice*. Bloomfield, CT: Practitioner's Press.
- Conyne, R. K. (1999). A framework for examining group work. *Failures in group work: How we can learn from our mistakes* Thousand Oaks, CA: SAGE Publications, Inc., 3-18.
- 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.
- Powles, W. E. (2007). Reflections on "What is a Group?". *International Journal of Group Psychotherapy*, 57(1), 105-114.
- Schiller, L. Y. (1997). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups*, 20(3), 3-19.

Toseland, R. W., Jones, L. V., and Gellis, Z. D. (2004). Group dynamics. In Garvin, C. D., Galinsky, M. J., & Gutierrez, L. M. (Eds.), *The handbook of social work with groups* (pp. 13-31). New York: The Guilford Press.

Tropman, J. E. (2004). An ecological-systems perspective. In Garvin, C. D., Galinsky, M. J., & Gutierrez, L. M. (Eds.), *The handbook of social work with groups* (pp. 32-44). New York: The Guilford Press

Unit 12: Group Types and Goals

Nov. 13, 2015

Topics

- Group composition: screening
- Assessing readiness for group
- Preparing group members
- Building rapport & Creating norms
- Setting the agenda
- Informed consent & Confidentiality
- Stages and phases of group development

REQUIRED:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). Social work practice with Groups: Engagement, assessment and planning. *The practice of generalist social work* (3rd ed., pp. 344- 354). Routledge: New York.

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.

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

RECOMMENDED:

Conyne, R. K. (1999). The task group leader should not deliver group counseling. *Failures in group work: How we can learn from our mistakes*. Thousand Oaks, CA: SAGE Publications, Inc., 35-51.

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.

- Gitterman, A. (2004). The mutual aid model. In Garvin, C. D., Galinsky, M. J., & Gutierrez, L. M. (Eds.), *The handbook of social work with groups* (pp. 93-110.). New York: The Guilford Press.
- Kurtz, L. F. (2004). Support and self-help groups. In Garvin, C. D., Galinsky, M. J., & Gutierrez, L. M. (Eds.), *The handbook of social work with groups* (pp. 139-159). New York: The Guilford Press.
- Joyce, A. S., Piper, W. E., & Ogrodniczuk, 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.
- Nash, J. K., & Snyder, S. E. (2004). Prevention groups. In Garvin, C. D., Galinsky, M. J., & Gutierrez, L. M. (Eds.), *The handbook of social work with groups* (pp. 176-191). New York: The Guilford Press.
- Roffman, R. (2004). Psychoeducational groups. In Garvin, C. D., Galinsky, M. J., & Gutierrez, L. M. (Eds.), *The handbook of social work with groups* (pp. 160-175). New York: The Guilford Press.
- Rose, S. D. (2004). Cognitive-behavioral group work. In Garvin, C. D., Galinsky, M. J., & Gutierrez, L. M. (Eds.), *The handbook of social work with groups* (pp. 111-135). New York: The Guilford Press.

Unit 13: Clinical Consideration in Social Work Group Practice

Nov. 20, 2015

Topics

- Leadership
- Multicultural Perspective in Group Work
- Therapeutic Factors in Group
- Boundaries
- Dealing with conflict
- Moving the group in the work phase

REQUIRED:

- 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.
- Brown, A. & Mistry, T. (2005). Group work with 'mixed membership' groups: Issues of race and gender. *Social Work with Groups*, 28(3/4), 133-148. Originally published (1994) *Social Work with Groups*, 17(3), 5-21.

Yalom, I. & Lescz, M. (2005). The composition of therapy groups. *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books, 259-280.

RECOMMENDED:

Conyne, R. K. (1999). Problems with diversity. *Failures in group work: How we can learn from our mistakes* Thousand Oaks, CA: SAGE Publications, Inc., 125-142.

Nicholas, M.W. (2013). The compulsion to repeat relationships with abusive partners and how group therapy can help. *International Journal of Group Psychotherapy*, 63(3), 347-365.

Yalom, I. & Lescz, M. (2005). The selection of clients: *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books, 231-257.

Yalom, I. & Lescz, M. (2005). Creation of the group: Place, time, size, preparation. *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books, 281-308.

Reid, K. E. (1997). Conflict management in group treatment: “Get out of my face, you S.O.B.!” In J. K. Parry (Ed.), *From prevention to wellness through group work*. New York: Haworth, 61-77.

Rooney, R., & Chovanec, M. (2004). Involuntary groups. In Garvin, C. D., Galinsky, M. J., & Gutierrez, L. M. (Eds.), *The handbook of social work with groups* (pp. 212-226). New York: The Guilford Press.

Unit 14: Termination Process

**Thanksgiving
No Class**

Topics

- Dealing with different forms of termination (planned, forced, premature)
- General Tasks of Termination
- Planning for Endings
- Examples of closure experience (looking back and forecasting forward)
- Referral

REQUIRED:

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). *The practice of generalist social work* (3rd ed., pp. 209-216; 306-311; 393-398). Routledge: New York.

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.

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

RECOMMENDED:

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

Unit 15: Evaluation and Follow-Up**December 4, 2015****Topics**

- Efficacy of our work and outcome measurement
- Evaluating practice
- Ethical Issues in Evaluation
- Cultural and Diversity Issues in Evaluation

REQUIRED:

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.

Birkenmaier, J., Berg-Weger, M., & Dewees, M. P. (2013). *The practice of generalist social work* (3rd ed., pp. 217-221; 312-319; 400-407). Routledge: New York.

Cameron, M. & King Keegan, E. (2010). The common factors model: Implications for transtheoretical clinical social work practice. *Social Work*, 55, 63-73. **repeat – week #1**

RECOMMENDED:

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

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

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.

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

Assignment #1: Engagement Strategy (20% of final grade)

This assignment is designed for you to apply culturally appropriate strategies to engage and build rapport with a difficult client case. In each vignette you are asked to consider how you (whom the client is meeting for the very first time) could develop a working relationship and to support your intervention strategies with the assigned reading material in the syllabus.

When reading the vignette, think about the unique strengths and challenges each client presents and how you can use that knowledge to build rapport. Consider the cultural, spiritual, religious, and filial identities that each client in the vignette displays and apply your reading to understand the unique considerations for each case.

Due: 4th week at the start of the class time. Delivery methods (hardcopy/electronic) are determined by the individual instructor.

This assignment relates to student learning outcomes 4, 9 and 10.

Vignettes:

Pick 1 Individual

#1 Joseph

Joseph is a 70 year old Jewish-American gay male who wants to meet with you to discuss low income housing options for him and possibly his partner. Your supervisor tells you that she is concerned that Joseph is in a violent relationship with his partner, Marcus, and wants you to assess how safe he feels living with Marcus at this time. Joseph appears very thin and you can see bruising on his forearms. This is your first meeting with Joseph and Marcus is not present.

#2 LaShonda

LaShonda is a 32 year old African American female who was put on a 5150 hold last night after overdosing on pills. LaShonda was diagnosed with depression six months ago after being let go from her job. LaShonda told her group therapist this morning that she was forced to leave her job because she was black. She feels hopeless she will ever be able to work again because of her racial identity. She states because she cannot change the color of her skin, she wants to die.

Pick 1 Family Vignette

#3 The Marquez Family

Mom (Linda), Dad (Rubio), and son (Jacob) meet with you to discuss Jacob's drug use. Linda and Rubio have been divorced since Jacob was four years old, and the parents have shared 50/50 custody as they have remained in the same neighborhood so Jacob could remain with his friends despite the divorce. Jacob is now 13 years old and his dad found marijuana and cigarettes in his gym bag. Dad has decided he can no longer live with him because he "doesn't raise drug addict kids". Mom brought the family to the social work visit hoping to reconcile the father-son relationship and help Jacob stop using drugs. Jacob states he does not have a drug problem and promises to never do drugs or smoke again—he just wants to stay with dad again.

#4 The Taylor Family

Ryan (dad), Alicia (mom), and daughters Ruth (15 years old) and Mary (17 years old) come to see you for family therapy. Ryan is a popular minister in town and Alicia is a school counselor at the daughter's high school. Ryan and Alicia are concerned about their daughters as they have caught them sneaking out of the house two times in the last few weeks, and Ryan is concerned his oldest daughter Mary is having sex with her football boyfriend. Ryan and Alicia state the girls have started 'acting out' since their older brother, Jeff, was killed in Iraq last year.

Please consider the following questions in your engagement strategies:

This paper is only about engagement.

1. What is (are) the major obstacle(s) in engaging this client?
2. What is your clinical countertransference in working with this client? Please use the first person tense for this section.
3. What does the literature/research say about engagement with this client?
4. What is your strategy to engage this client considering all your answers above?

Academic Paper Guidelines

Select 2 of the 4 vignettes (one from individual and one from family). The paper should be 6 pages in length (not counting the title page or reference list), double-spaced, with 1-inch margins on all sides, with 12 point Times New Roman font. Insert page numbers with the title page. Use subheadings (in bold font) to organize your paper. See APA Manual p. 62 for *levels of headings*. Do not restate the vignette or the questions in your paper, though you can identify the client as a subheading, if desired. Throughout the paper, please provide conceptual and empirical evidence to support your intervention, referencing a minimum of 4 scholarly works (at least 1 of those must be found outside of the 544 syllabus). Use editorial referencing styles as specified in the APA Publication Manual 6th Edition (<http://apastyle.apa.org/>).

The title page should be formatted as follows:

SOWK 544
Assignment #1: Engagement Strategy

[Student Name]
[Date]
[Course Instructor]

The evaluation of the paper will be based on whether you addressed all aspects of the assignment, the quality of your written work (graduate level writing, organization, flow, clarity, depth, mechanics of writing such as grammar, spelling, etc.), and the correct application of APA style. Avoid citing from only one source to support entire sections of your paper.

Proofread and edit your work.

It is expected that students will be responsible for submitting their own work and not the work of other students. If you study with other students, be conscious of shaping and writing your own work, and not relying on a “group” consensus of what should go in the paper. Refer to the university guidelines on academic integrity and plagiarism if you have any doubts.

Late papers will be penalized (**2-points off for every 24-hour period late**).

Family of Origin Paper

Purpose of this assignment: This assignment has become a ‘classic’ assignment in the USC School of Social Work program. In order for you to help your clients and their familial patterns, you need to have done this work on a personal level as well. By understanding your family and who you are within this family context you are able to identify counter-transference reactions with your clients which is an ethical responsibility of social work practice. Many social workers believe, “you cannot bring a client further than you have brought yourself”. By exploring and reflecting on our own experiences, including factors of resilience and risk, this assignment will highlight ways in which we can be more empathetic towards ourselves and others.

This assignment is not a replacement for personal psychotherapy, but may offer some insights into who you are, and how can you help your clients live more fulfilling lives. If this assignment brings up unresolved personal conflict, the USC School of Social Work has free psychotherapy provided to students. Their contact is (213) 740-771; <http://engemannshc.usc.edu/counseling>

General instructions: This assignment requires you to apply the concepts and theories discussed in SOWK 544 to your family of origin. In order to complete this assignment you will need to conduct at least two interviews of family members. You may interview parents, grandparents, siblings, aunts, uncles, or cousins. Please discuss confidentiality with your interviewees, get permission to use the interview material, and offer to change names if they so desire.

Instructions for paper:

Section one: (One page) Produce a detailed genogram of your family of origin covering at least three generations.

Section two: (2-3 pages) Conduct a systemic analysis of your family of origin from a structural and systems perspective. Issues you may cover include (choose 2-4 of these)

- | | |
|---|--------------------------------------|
| 1. boundaries (within the family as well as between the family and the world) | 10. attachment styles |
| 2. hierarchies | 11. family myths |
| 3. subsystems | 12. significant losses |
| 4. alliances | 13. communication style and patterns |
| 5. rules (spoken and unspoken) | 14. inclusion |
| 6. feedback loops | 15. intimacy |
| 7. adaptability | 16. resources |
| 8. cohesion | 17. social networks |
| 9. power | 18. intergenerational patterns |
| | 19. environmental actors |

You must give specific behavioral examples to back up your analysis. For example, it is not sufficient to state that there were strong intergenerational boundaries, rather, you should discuss the specific behaviors that demonstrated that those boundaries existed. (Chapter 6 of your book outlines many of these. You have also covered this in your HBSE class). You will need to do your own research to support your chosen issues as well.

Section three: (2-4 pages) Select an underlying theme that emerged from the analysis of your family which has influenced your empathy towards others. Research this theme and discuss how it impacts families in general and specifically impacted your family. You may create your own theme or select from the following list:

1. The effects of alcoholism or addiction on the family.
2. Gay and lesbian families.
3. Blended family issues.
4. Single-parent family.
5. The effects of violence or abuse.
6. Poverty and the family.
7. Family secrets.
8. Legacies of loss.
9. The role of ritual in the family.
10. Birth order.
11. Cultural themes.
12. The effects of mental or physical illness on the family.
13. Gender roles within the family.
14. Family stories and the construction of meaning.
15. Models of marriage.
16. Enmeshment and disengagement.
17. Emotional milieu within the family.

In completing this section you will need to cite at least three scholarly articles and/or books that address the theme you are discussing. You will also need to give specific behavioral examples to illustrate your theme as it plays out in your family of origin.

Papers should be 6 to 9 pages in length, typed, and double spaced, APA 6th Edition, 12 point Times New Roman Font, 1" margins. Papers should be written in the 3rd person (unless otherwise stated by the instructor). Papers will be evaluated on the thoroughness of the assignment, the theoretical justification of content, integration of empirical evidenced-based content, and the quality of the written work. Late papers will be penalized **(2-points off for every 24-hour period late)**.

Important Note: All material in this paper will remain strictly confidential. If you feel for any reason you are not able to complete this assignment speak with your instructor immediately for an alternative version of this assignment.

This paper is worth 35% of your course grade.

Designing a Group

General instructions: 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 544 to the formation and discussion of your group. Your group must be based on an evidence based practice appropriate for your population. This assignment may be done as an individual paper or as a group paper. Groups may be only 2-3 students and you must confirm this option with your instructor. Students that choose to do the group paper will receive 1 grade for all members of the group.

Examples of group topics include:

- A group for people whose spouses have deployed in the military
- A group for teens who are aging out of foster care
- A group for family members who care for persons with Alzheimer's disease.
- A group to organize tenants to protest poor living conditions in their apartments.
- A group for people charged with Domestic Violence
- A group for people concerned about bullying in a school

Instructions for paper:

Section one: (Three pages) Using the assigned readings, in-class discussions, and independent research, provide a detailed description of the following group elements:

- What population is the group designed to serve? The more specific you can be the better.
- What is the purpose of the group?
- What is the type of group? Provide a rationale for your decision
- How will you choose group members? Provide a rationale for your decision
- Will the group be closed or open ended? Provide a rationale for your decision
- Will group membership be voluntary or involuntary? Provide a rationale for your decision

Section two: (10 pages) Design the curriculum for a 10 week group. Each session will last one hour. Specify the activities, presentations and/or discussion topics for each session. Be sure to use best practices research to support your choices.

Section 3 (2 pages) Discuss the following questions integrating research articles when necessary.

- How did you decide what to integrate into the sessions?
- Does this group require any special skills or leadership abilities by the social worker running the group?
- Is the group suitable for clients from a variety of racial, ethnic, sexual identity, SES and other backgrounds?

Section 4 (2 pages) Prepare an evaluation plan for your group. How will you assess if the group was effective or ineffective?

Papers should be no more than 11 pages in length (not counting the title page or reference list), double-spaced, with 1-inch margins on all sides, with 12 point Times New Roman font. Insert page numbers starting with the title page. Use subheadings (in bold font) to organize your paper. See APA Manual p. 62 for *levels of headings*. Throughout the paper, provide references with a minimum of 10 scholarly works (at least 4 of which must be outside sources not on 545 syllabus). Use editorial and referencing styles as specified in the APA Publication Manual 6th Edition (<http://apastyle.apa.org/>).

Papers will be evaluated on the thoroughness of the assignment, the theoretical justification of content, integration of empirical evidenced-based content, and the quality of the written work. Late papers will be penalized (**2-points off for every 24-hour period late**).

This paper is worth 35% of your course grade.

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](mailto: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 well-being 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.
