



# USC | School of Social Work

## Social Work 543 Section #XXX

### Social Work Practice with Individuals

### 3 Units

*“The relationship is the soul of... [social work]...while the processes...are the body”  
Felix Biestek, The Casework Relationship*

#### Term Year

[optional photo]	<b>Instructor:</b> Elizabeth K. Misener, PhD, LMSW		
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	<b>Office Hours:</b> As needed		

### I. 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.

### II. CATALOGUE DESCRIPTION

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

### III. COURSE DESCRIPTION

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, SOWK 543 provides the student with knowledge of the profession's ethical standards and the ethical dilemmas that occur as social work values and professional ethics are operationalized in practice.

A generalist social work education offers the best foundation for effective practice given the complex and diverse urban/rural environments in which social workers practice and the diverse situations in which they intervene. 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)—individual, families, groups, communities and/or organizations—are most appropriate for the focus of work and service provision.

The course takes a sequenced approach to teaching 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.

**IV. COURSE OBJECTIVES**

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 and practice-based evidence as they apply to social work service provision. The principles of evidence-based practice will be presented and students will have the 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.

**V. 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.

**VI. 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	<b>Demonstrate Ethical and Professional Behavior</b>	*	<b>1</b>
2	<b>Engage in Diversity and Difference in Practice</b>	*	<b>1 - 5</b>

3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>		
4	<b>Engage in Practice-informed Research and Research-informed Practice</b>	*	<b>1 &amp; 3</b>
5	<b>Engage in Policy Practice</b>		
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1, 2, 4 &amp; 5</b>
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>2, 4 &amp; 5</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	*	<b>1 - 5</b>
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>	*	<b>3 &amp; 5</b>

\* 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><b>Demonstrate Ethical and Professional Behavior:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>▪ Understand the role of other professions when engaged in inter-professional teams</li> <li>▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Student's Response to an Ethical Dilemma Case Study (ungraded)</p> <p>Engagement Phase Vignettes, Intervention Plan (Assignments 1 &amp; 3)</p> <p>Class Participation</p>
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<p>Engagement Phase Vignettes (Assignment 1)</p>
	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	<p>Engagement Phase Vignettes, Biopsychosocial Assessment, and Intervention Plan (Assignments 1, 2, &amp; 3)</p> <p>Class Participation (VAC Classroom Decorum)</p>
	<p>Use technology ethically and appropriately to facilitate practice outcomes;</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior.</p>	

<p><b>Engage in Diversity and Difference in Practice:</b></p> <ul style="list-style-type: none"> <li>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>Understand 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.</li> <li>Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</li> </ul>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Engagement Phase Vignettes, Biopsychosocial Assessment, and Intervention Plan (Assignments 1, 2, &amp; 3)</p> <p>Class Participation</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	<p>Engagement Phase Vignettes, Biopsychosocial Assessment, and Intervention Plan (Assignments 1, 2, &amp; 3)</p> <p>Class Participation</p>
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Engagement Phase Vignettes and Intervention Plan (Assignments 1 &amp; 3)</p> <p>Asynchronous Forum: Dimensions of Multicultural Social Work Practice: Cross Cultural Counseling (ungraded)</p> <p>Class Participation</p>

<p><b>Advance Human Rights and Social, Economic, and Environmental Justice:</b></p> <ul style="list-style-type: none"> <li>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education</li> <li>Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</li> </ul>	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	
	<p>Engage in practices that advance social, economic, and environmental justice</p>	

<p><b>Engage In Practice-informed Research and Research-informed Practice:</b></p> <ul style="list-style-type: none"> <li>Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</li> <li>Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</li> <li>Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</li> <li>Understand the processes for translating research findings into effective practice.</li> </ul>	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	<p>Engagement Phase Vignettes, Biopsychosocial Assessment, and Intervention Plan (Assignments 1, 2, &amp; 3)</p> <p>Asynchronous Evidence-Based Practice Search Assignment (ungraded)</p> <p>Class Participation</p>
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	

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

<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Value the importance of human relationships.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Engagement Phase Vignettes, Biopsychosocial Assessment, and Intervention Plan (Assignments 1, 2, &amp; 3)</p> <p>Class Participation</p>
	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Class Participation</p> <p>In-class Practice</p>

<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Biopsychosocial Assessment, and Intervention Plan (Assignments 2 &amp; 3)</p> <p>Asynchronous Forum: Genogram Assignment (Credit/No Credit)</p> <p>Evaluation of Local AIDS Service Organization (ungraded)</p> <p>Class Participation</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>Biopsychosocial Assessment, and Intervention Plan (Assignments 2 &amp; 3)</p> <p>Evaluation of Local AIDS Service Organization (ungraded)</p>
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>Biopsychosocial Assessment, and Intervention Plan (Assignments 2 &amp; 3)</p>
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>BioBiopsychosocial Assessment, and Intervention Plan (Assignments 2 &amp; 3)</p>



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

<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.</li> <li>Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>	Select and use appropriate methods for evaluation of outcomes.	<p>Intervention Plan (Assignment 3)</p> <p>Class Participation</p>
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<p>Intervention Plan (Assignment 3)</p> <p>Class Participation</p>
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	<p>Intervention Plan (Assignment 3)</p> <p>Evaluation of Local AIDS Service Organization (ungraded)</p> <p>Class Participation</p>
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<p>Biopsychosocial Assessment, and Intervention Plan (Assignment 2, &amp; 3)</p>

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

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

Each of the major assignments is described below.

Below (\*) is information about the mandatory library orientation and SOWK 543 library tutorials. You are strongly encouraged to complete them by Week 2 of class. They were specifically designed by the VAC

Librarian, to orient new students to the USC library system and online resources, as well as to assist 543 students with library-based research and proper citation style.

\* Library orientation: <http://libguides.usc.edu/socialwork>

\* Avoiding Plagiarism covers what a citation is, when to cite sources, and the difference between paraphrasing and quoting. <http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html>

### **Assignment 1**

This assignment will focus on examining engagement strategies with clients. Each student will prepare engagement strategies in response to one vignette out of three 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: The day of Unit 4 class, through the Assignment Upload and Grading page.**

*This assignment relates to student learning outcome 1, 2, 4, and 6.*

### **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 about the client and then formulate a professional explanation of the client and his/her circumstances based upon the student's theoretical understanding. A detailed description of the assignment will be distributed in class.

**Due: The day of Unit 8 class, through the Assignment Upload and Grading page.**

*This assignment relates to student learning outcome 1, 2, 4, 6, 7, and 9.*

### **Assignment 3**

This assignment involves developing an intervention plan using evidence-based interventions found in the social work literature and/or the Evidence Based Practice (EBP) databases. This plan will be based on the biopsychosocial assessment of the VFP client accomplished in assignment #2. A discussion and critical analysis of the application of intervention techniques supported by your field placement will 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: The day of Unit 15 class, through the Assignment Upload and Grading page.**

*This assignment relates to student learning outcome 1, 2, 4, and 6 – 9.*

### **Class Participation (10% of Course Grade)**

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and

ideas. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion is essential. Participation on the course website (message board/chat room), 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	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-

Class Grades		Final Grade	
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbook**

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.

**On Reserve**

All additional required readings that are not in the above required textbook are available online through electronic reserve (ARES). The textbook has 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/cPog2jSd>

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

## Course Schedule—Detailed Description

Unit 1: Overview of Social Work Cultural Competence and Social Diversity	DATE
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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 (2017). Direct practice: Domain, philosophy, roles. In *Direct social work practice: Theory and skills* (10th ed., chap. 2, pp. 23-35). Boston, MA: Cengage Learning.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried (2017). Operationalizing the cardinal social work values. In *Direct social work practice: Theory and skills* (10th ed., chap. 4, pp. 57-86). Boston, MA: 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**

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

**Topics**

- 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 (2017). Building blocks of communication: conveying empathy and authenticity. In *Direct social work practice: theory and skills* (10th ed., chap. 5, pp. 91-137). Boston, MA: Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried (2017). Verbal following, exploring, focusing skills. In *Direct social work practice: Theory and skills* (10th ed., chap. 6, pp. 138-167). Boston, MA: 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 (2017). Eliminating counterproductive communication patterns and substituting positive alternatives. In *Direct social work practice: Theory and skills* (10th ed., chap. 7, pp. 168-186). Boston, MA: 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 assignment #2
- 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 (2017). Assessment: exploring and understanding problems and strengths. In *Direct social work practice: Theory and skills* (10th ed., chap. 8, pp. 211-214 "Assessing children and older adults"). Boston, MA: Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried (2017). Assessment: intrapersonal, interpersonal, and environmental factors. In *Direct social work practice: Theory and skills* (10th ed., chap. 9, pp. 230-234 "Suicidal risk"). Boston, MA: 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**

- 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 (2017). Assessment: exploring and understanding problems and strengths. In *Direct social work practice: Theory and skills* (10th ed., chap. 8, pp. 187-214). Boston, MA: Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried (2017). Assessment: intrapersonal, interpersonal, and environmental factors. In *Direct social work practice: Theory and skills* (10th ed., chap. 9, pp. 216-250). Boston, MA: Cengage Learning.

**Recommended Readings**

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried (2017). Additive empathy and interpretation. In *Direct social work practice: Theory and skills* (10th ed., chap. 7, pp. 513-529). Boston, MA: 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 (2017). Developing goals and formulating a contract. In *Direct social work practice: Theory and skills* (10th ed., chap. 12, pp. 312-361). Boston, MA: 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**Engagement....Assessment....Planning/Contracting....**Intervention**....Termination....Evaluation**Topics**

- 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 (2017). Planning and implementing change-oriented strategies. In *Direct social work practice: Theory and skills* (10th ed., chap. 13, pp. 363-391, especially note section on crisis intervention). Boston, MA: Cengage Learning.
- 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*, 3<sup>rd</sup>. Edition. (197-225). New York: Guilford Press.
- Haverkamp, R., Areal, 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 (2017). Developing resources, advocacy, and organizing as intervention strategies. In *Direct social work practice: Theory and skills* (10th ed., chap. 14, pp. 423-444). Boston, MA: Cengage Learning.

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried (2017). Managing barriers to change. In *Direct social work practice: Theory and skills* (10th ed., chap. 18, pp. 535-565). Boston, MA: 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. & 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 Psychology and Psychotherapy, 19*, 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 (2017). Planning and implementing change-oriented strategies. In *Direct social work practice: Theory and skills* (10th ed., chap. 13, pp. 391-403, section on cognitive restructuring). Boston, MA: Cengage Learning.
- 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.), *Social 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: Addressing Trauma

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). Cognitive-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. *Psychotherapy Theory, 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](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**Engagement....Assessment....Planning/Contracting....Intervention....**Termination**....Evaluation**Topics**

- 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 (2017). The final phase: Evaluation and termination. In *Direct social work practice: Theory and skills* (10th ed., chap. 19, pp. 572-584, section on termination). Boston, MA: Cengage Learning.
- 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 (Assignment #3 due)****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 (2017). The final phase: Evaluation and termination. In *Direct social work practice: Theory and skills* (10th ed., chap. 19, pp. 568-572, section on evaluation). Boston, MA: Cengage Learning.
- 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.

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *SCampus* and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. ACADEMIC CONDUCT

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

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

### XI. SUPPORT SYSTEMS

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



**XII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

**XIII. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

**XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

**XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly  
[<http://www.socialworkers.org/pubs/Code/code.asp>]*

**Preamble**

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVI. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

## **XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ 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.

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

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