Social Work 544
Section 60813
Clinical Social Work Practice with Individuals, Families, & Groups
Three Units

INSTRUCTOR: THOMAS J PIER, LCSW, OSW-C, CMF
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Telephone: 310-435-2270

COURSE DAY: FRIDAY
Course Time: 4:00-6:50PM
Course Location: SOS B48
Office Hours: By appointment

I. 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.

II. CATALOGUE DESCRIPTION

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

III. 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.

IV. COURSE OBJECTIVES

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

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
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<td>5</td>
<td>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.</td>
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</tbody>
</table>

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, research, and practice.
VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate Ethical and Professional Behavior*</td>
</tr>
<tr>
<td>2 Engage in Diversity and Difference in Practice*</td>
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<tr>
<td>3 Advance Human Rights and Social, Economic, and Environmental Justice</td>
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<td>4 Engage in Practice-informed Research and Research-informed Practice</td>
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<tr>
<td>5 Engage in Policy Practice</td>
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<tr>
<td>6 Engage with Individuals, Families, Groups, Organizations, and Communities*</td>
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<tr>
<td>7 Assess Individuals, Families, Groups, Organizations, and Communities*</td>
</tr>
<tr>
<td>8 Intervene with Individuals, Families, Groups, Organizations, and Communities*</td>
</tr>
<tr>
<td>9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
</tr>
</tbody>
</table>

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objective</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1: Demonstrate Ethical and Professional Behavior</strong></td>
<td>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.</td>
<td>1a. Makes 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. 1b. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 1e. Uses supervision and consultation to guide professional judgment and behavior.</td>
<td>Values, Cognitive and Affective Processes</td>
<td>Unit 1: Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity. Unit 4: Biopsychosocial Assessment: Overview and Essential Components Unit 5: Assessment with Individuals Unit 15: Termination, Evaluation, and follow up Assignment 1: Engagement Phase Vignettes Assignment 2: Family of Origin Paper Assignment 3: EBI Application Class Participation</td>
</tr>
<tr>
<td>Competency</td>
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<tr>
<td><strong>Competency 2: Engage Diversity and Difference in Practice</strong></td>
<td>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.</td>
<td>2b. Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences.</td>
<td>Skills</td>
<td><strong>Unit 1:</strong> Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity</td>
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<td><strong>Unit 2:</strong> Understanding Individuals: Diversity, Adversity, and Empathy</td>
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<td><strong>Unit 4:</strong> Assessment: Biopsychosocial Assessment – Overview and Essential Components</td>
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<td><strong>Assignment 1:</strong> Engagement Phase Vignettes</td>
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<td><strong>Assignment 2:</strong> Family of Origin Paper</td>
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<td><strong>Class Participation</strong></td>
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<td>Competency</td>
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<td><strong>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</strong>&lt;br&gt; Social workers 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. Social workers value the importance of human relationships. Social workers 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. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</td>
<td>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.</td>
<td>6b. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>Cognitive and Affective Processes</td>
<td>Unit 2: Understanding Individuals: Diversity, Adversity, and Empathy</td>
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<td>Competency</td>
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<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>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.</td>
<td>7c. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td>Skills, Cognitive and Affective Processes</td>
<td>Unit 4: Assessment: Biopsychosocial Assessment – Overview and Essential Components</td>
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<td>7d. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td>Knowledge, Cognitive and Affective Processes</td>
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<td>Unit 5: Assessment with Individuals</td>
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<td>Unit 6: Assessment with High-Risk Clients</td>
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<td>Unit 7: Assessment with Families</td>
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<td>Unit 8: Treatment Planning</td>
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<td>Unit 9: Solution-Focused Therapy with Individuals and Families</td>
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<td>Unit 10: Introduction to Evidence-Based Short-Term Treatment Models</td>
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<td>Unit 11: Introduction to Group Treatment</td>
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<td>Unit 12: Practice with Groups and Stages of Development</td>
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<td>Assignment 1: Engagement Phase Vignettes</td>
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<td>Class Participation</td>
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<td><strong>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>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.</td>
<td><strong>8a.</strong> Critically chooses and implements interventions to achieve practice goals and enhances capacities of clients and constituencies.</td>
<td>Knowledge, Skills, Cognitive and Affective Processes</td>
<td>Unit 8: Treatment Planning</td>
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<td>Unit 9: Solution-Focused Therapy with Individuals and Families</td>
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<td>Unit 13: Facilitation Strategies and Leadership Roles in Groups</td>
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<td>Unit 14: Group Types</td>
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<td>Unit 15: Termination and Evaluation</td>
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<td>Assignment 3: EBI Application</td>
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<td></td>
<td><strong>Class Participation</strong></td>
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<td><strong>8e.</strong> Facilitates effective transitions and endings that advance mutually agreed-on goals</td>
<td>Skills</td>
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VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Engagement Phase Vignettes</td>
<td>Unit 5, Sept. 22</td>
<td>20%</td>
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<tr>
<td>Assignment 2: Family of Origin Paper</td>
<td>Unit 9, Oct. 20</td>
<td>35%</td>
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<tr>
<td>Assignment 3: EBI Application</td>
<td>Unit 15, Dec. 1</td>
<td>35%</td>
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<tr>
<td>Assignment 4: Participation</td>
<td>Throughout</td>
<td>10%</td>
</tr>
</tbody>
</table>

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 one of the two vignettes provided. 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: Fifth Week; This assignment relates to student learning outcomes 1, 2, 6.

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 Hepworth reading.
Due: Ninth Week; This assignment relates to student learning outcomes 1, 2, 6, and 7.

Assignment 3: Understanding and Applying Evidence Based Interventions
This assignment will consist of engagement with an on-line evidence based orientation module in which you will learn about high quality evidence based interventions being prioritized in social work practice. The final paper will be an application of one of the reviewed evidence-based interventions to a population chosen by the student (ex. Trauma focused CPT to survivors of sexual assault).
Due: Week 15; This assignment relates to student learning outcomes 1, 2, 3, 4, 6, and 7.

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 class. 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 offer 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:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>3.85–4.00</td>
<td>A</td>
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<tr>
<td>3.60–3.84</td>
<td>A–</td>
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<tr>
<td>3.25–3.59</td>
<td>B+</td>
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<tr>
<td>2.90–3.24</td>
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<td>2.60–2.89</td>
<td>B–</td>
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<tr>
<td>2.25–2.59</td>
<td>C+</td>
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<td>1.90–2.24</td>
<td>C</td>
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<td>70.5–73.4</td>
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<tr>
<th>Final Grade</th>
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<td>92.5–100</td>
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<td>89.5–92.4</td>
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<td>86.5–89.4</td>
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<td>82.5–86.4</td>
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<td>76.5–80.4</td>
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<td>73.5–76.4</td>
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</table>

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

On Reserve
All required readings are available online through electronic reserve (ARES) (under instructor name ZALESKI).

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity</td>
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<tr>
<td>2</td>
<td>Understanding and Engaging Individuals: Diversity, Adversity, and Empathy</td>
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<td>3</td>
<td>Initial Phase of Treatment: Engagement and Rapport Building with Individuals and Families</td>
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<td>4</td>
<td>Assessment: Bio-psycho-social Assessment – Overview and Essential Components</td>
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<td>5</td>
<td>Assessment Individuals (<em>Assignment #1 Due</em>)</td>
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<td>6</td>
<td>Assessment Families</td>
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<td>7</td>
<td>Treatment Planning</td>
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<td>8</td>
<td>Assessment with High Risk Clients</td>
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<td>9</td>
<td>Solution Focused Therapy with Individuals and Families (<em>Assignment #2 Due</em>)</td>
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<td>10</td>
<td>Short Term Evidence-Based Interventions</td>
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<td>11</td>
<td>Introduction to Group Treatment</td>
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<td>12</td>
<td>The pre-group interview and Stages of Group Dynamics</td>
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<td>13</td>
<td>Facilitation Strategies and Leadership Roles in Groups</td>
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<td>14</td>
<td>Working Phases of Group and Group Types</td>
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<tr>
<td>15</td>
<td>Termination, Evaluation, and Follow-up (<em>Assignment #3 Due</em>)</td>
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### Course Schedule—Detailed Description

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Overview of Social Work Profession, Professional Identity, and Values and Ethics, and Social Diversity</th>
<th>August 25</th>
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**Topics**
- Overview of social work practice: a generalist social work model
- Roles of social workers
- Overview of engagement, assessment, intervention, and evaluation
- The value and ethics of the profession (including the NASW Code of Ethics); a focus on diversity and acceptance

**REQUIRED:**


**RECOMMENDED:**


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<tr>
<th>Unit 2:</th>
<th>Understanding Individuals: Diversity, Adversity, and Empathy</th>
<th>September 1</th>
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</table>

**Topics**
- Race, class, orientation, identity / Racism, discrimination, subjugation, heteronormativity
- Adverse Childhood Experiences (ACEs)
- Engagement
- Empathy
- Confidentiality and mandated reporting: legal and ethical

**REQUIRED:**


**Unit 3: Initial Phase of Treatment: Engagement and Rapport  September 8**

**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
- Transtheoretical Model/Stages of Change

**REQUIRED:**


**RECOMMENDED:**


**Unit 4: Biopsychosocial Assessment: Overview and Essential Components  September 15**

**Topics**
- What is assessment?
- Overview of Biopsychosocial assessment tools


Unit 5: Assessment with Individuals September 22
Topics

- Strengths-based perspective and assessment
- Life span perspective assessment
- Ecomaps

REQUIRED:


RECOMMENDED:


Unit 6:  Assessment with Families  

September 29

Topics
- Family Assessment
- Intergenerational Assessment—Genogram

REQUIRED:


Recommended


Unit 7:  Assessment with High Risk Clients  

October 6

Topics
- Self-Injury
- Suicide, Homicide, Intimate Partner Violence, Child Abuse, and Elder Abuse


**Unit 8: Treatment Planning October 13**

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

**REQUIRED:**


**Unit 9: Solution Focused Therapy with Individuals and Families October 20**

**Topics**
- Use of SFT with individuals
- Use of SFT with families

**ASSIGNMENT #2 DUE**


# Unit 10: Introduction to Evidence Based Short Term Treatment Models  
**October 27**

**Topics**
- Introduction to brief therapies
- Examples of brief therapies (crisis intervention and mindfulness)

**REQUIRED:**


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# Unit 11: Introduction to Group Treatment  
**November 3**

**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
- Settings: Outpatient vs. Inpatient group therapy

**REQUIRED:**


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# Unit 12: Practice with groups and stages of development  
**November 10**

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

**REQUIRED:**


**Unit 13: Facilitation Strategies and Leadership Roles in Groups**

**November 17**

**Topics**
- Leadership
- Multicultural Perspective in Group Work
- Dealing with conflict
- Therapeutic Factors in Group
- Mutual aid

**REQUIRED:**


**Unit 14: Group Types**

**Combined on December 1**

**Topics**
- What kind of group? Psychoeducation, Support, Therapeutic, Task.

**REQUIRED:**

Unit 15: Termination, Evaluation, and Follow-Up

Topics
- Dealing with different forms of termination (planned, forced, premature)
- General Tasks of Termination
- Referral
- Efficacy of our work and outcome measurement
- Evaluating practice
- Ethical Issues in Evaluation

REQUIRED:


RECOMMENDED:


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: 5th 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 1, 2 and 6.

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 1 of the vignettes. The paper should be 4-6 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 (1-point 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 you can 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) 740-1771; http://engemannshc.usc.edu/counseling. For VAC students Perspectives, Ltd. counselors provide students and families free short-term confidential assistance. Perspectives is found at http://www.perspectivesltd.com. Username is VAC500 and password: perspectives. Students may also call directly at 800-456-6327. Available 24/7.

Due: 9th week at the start of the class time. Delivery methods (hardcopy/electronic) are determined by the individual instructor.

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. Please include names and ages. The genogram must include a key.

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)
2. hierarchies
3. subsystems
4. alliances
5. rules (spoken and unspoken)
6. feedback loops
7. adaptability
8. cohesion
9. power
10. attachment styles
11. family myths
12. significant losses
13. communication style and patterns
14. inclusion
15. intimacy
16. resources
17. social networks
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. (The Hepworth article is an important guide for this section).

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

**Section three: (2-3 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.
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.
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.
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.

**Section 4: (1-2 pages)** For this section, we are asking you to step outside of the family system so that you can discuss areas which may influence your clinical work with a family like the one you presented. Based on the structural and/or systems issues you have identified, along with the theme, how might working with the family you presented in your paper influence you: (1) empathy (i.e. lend to expressing an "appropriate" level of empathy, make me less empathetic, or make me feel over-identified and over empathetic), (2) countertransference (i.e what about a family such as this one be a trigger for me or over-identify), and (3) what are the implications for of these two factors on engagement, assessment, and treatment planning based on the family characteristics and needs.
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 (1-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.

Understanding and Applying Evidence Based Interventions

General instructions: This assignment requires you to choose an evidence based group intervention (choose one intervention from three provided). 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.

In this final paper you will apply one of the three reviewed evidence-based interventions to a population of interest. Examples of populations include:

- People whose spouses/partners have deployed in the military
- Teens who are aging out of foster care
- Family members who care for persons with Alzheimer’s disease.
- People charged with Domestic Violence
- Children experiencing bullying in a school

Step 1: Watch these three videos.

Cognitive Process Therapy: https://www.youtube.com/watch?v=Jqj5zDbkPxY

Dialectical Behavioral Therapy: https://www.youtube.com/watch?v=Stzd17ID4

Acceptance and Commitment Therapy (ACT)
(you will have to login to the USC library to access this video) http://www.psychotherapy.net.libproxy1.usc.edu/stream/usc/video?vid=238

Step 2: Choose one Evidence Based Practice from the videos you watched and research its use in group treatment with a specific population that interests you. Any population that you choose is fine, a few examples are:

a. Cognitive Processing Therapy for adult survivors of sexual trauma
Step 3: Write a 6 -8 page paper (8 references minimum) with three sections. We suggest you divide your paper into the following three sections.

**Section one: (2 pages):** Using the assigned readings, in-class discussions, and independent research, provide a detailed description of the following elements:

- The population you have identified. This should include statistics about the population, incidence and/or prevalence of the issues or needs, outcomes for the population if not intervened with (negative outcomes of the issue if untreated).
- Significant socio-cultural dimensions of the problem: e.g., socioeconomic status, race, gender, culture, etc.

**Section two: (2-3 pages).** Describe the evidence based intervention you have selected. (This section discusses the EBP in general).

- What is the type of group and what is the purpose of the group?
- Elements of the group intervention (theoretical foundation, number of sessions, topic and activities
- Is it researched as a closed or open group?
- What evidence is there that this group therapy works? Is there any controversy about its effectiveness?
- Does this research show that this group is effective with more than one population?
- Are there any benefits or drawbacks to using this treatment in a group setting?

**Section three: (2-3 pages).** Describe how you would apply this intervention to the group selected. (This section discusses the EBP as it applies specifically to your population)

- Is there any research on use of this group intervention with your population? If there is, what is it?
- If there is no research on your chosen population, why do you think it will be a good choice for the population you have chosen?
- What are the unique needs of your chosen population for which the EBP would work well? Are there any drawbacks? Would there be any modifications needed?
- Where might this intervention best be delivered (i.e. schools, community based organizations, churches, etc.)

Papers should be no more than 6-8 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 544 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.

**Due: 15th week at midnight of class day.**
This assignment relates to student learning outcomes 1, 2, 3, 4, 6, and 7. Late papers will be penalized (1-points off for every 24-hour period late). This paper is worth 35% of your course grade.
University Policies and Guidelines

IX. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (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 Part B, Section 11, “Behavior Violating University Standards” https://policy.usc.edu/scampus-part-b/. 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.

XI. Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/
Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC – https://diversity.usc.edu/
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

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 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 cannot discuss it with the instructor, contact the chair of the this course, Dr. Kristen Zaleski, Kristen.Zaleski@usc.edu If you do not receive a satisfactory response or solution, contact your advisor and/or Dean Leslie Wind, wind@usc.edu 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.

Don't procrastinate or postpone working on assignments.