USC Suzanne Dworak-Peck
School of Social Work

Foundations of Integrative Social Work Practice I

SOWK 523
Section # 67016

3 Units
Fall 2022

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Office Hours	After Class and by Appointment
Course Day	Tuesday
Course Time	10:30 am- 11:45 am
Course Location(s)	VAC

Course Pre-requisites, Co-requisites, and Concurrent Enrollment
Foundations of Integrative Social Work Practice I (SOWK 523) 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, public health, policy, and biology

Catalogue Description
Principles underlying integrated social work practice with emphasis on rapport building, engagement, assessment and contracting individuals, families, and groups though a framework of social justice.

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 523 is designed to educate and prepare generalist social workers with the knowledge and skills needed to assess the person-in-environment configuration and decide which system(s)—individuals, families, groups, communities and/or organizations—are most appropriate for the focus of work and service provision.

Foundations of Integrative Social Work Practice I (SOWK 523) introduces 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. Culturally responsive decision making and a commitment to social justice encourages students to integrates theory, history, ethics, skills and rights to respond to the complex terrain of the 21st century social work.

The course takes a sequenced approach to teaching basic practice skills; students are exposed to the theory and necessary skills required to work across populations in the engagement, assessment, goal setting and contracting phases of treatment. These foundational skills are critical to effective intervention and positively impact positive outcomes and provide foundational skills for intervention, termination and evaluation.

Learning Objectives

Objective #	Objectives
1	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.
2	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3	Presents her/him/themself as a learner and engages clients and constituencies as experts of their own experiences and appreciates the importance of a systems paradigm and person in environment framework demonstrate the interaction between, biological, psychosocial, social and cultural systems.
4	Apply major concepts to support the early phases of the treatment process (engagement, assessment, planning and contracting phases).

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.

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, which are the basis of the student learning outcomes in the MSW program:

		Social Work Core Competencies
*	1	Demonstrate ethical and professional behavior
*	2	Engage in diversity and difference in practice
	3	Advance human rights and social, economic, and environmental justice
	4	Engage in practice-informed research and research-informed practice
	5	Engage in policy practice
*	6	Engage with individuals, families, groups, organizations, and communities
*	7	Assess individuals, families, groups, organizations, and communities
	8	Intervene with individuals, families, groups, organizations, and communities
	9	Evaluate practice with individuals, families, groups, organizations, and communities

* Highlighted in this course

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Engagement Strategy	Week #5	20%
Assignment 2: Psychosocial Assessment I	Week #11	40%
Assignment 3: Psychosocial Assessment II	Week #15	30%
Assignment 4: Class Participation	Throughout Semester	10%

Each of the major assignments is described below with full assignment descriptions at the end of the syllabus.

Assignment 1: Engagement Strategy Paper (20% of Course Grade)
This assignment will focus on demonstrating understanding of skills of engagement, reflecting on challenges that you may experience with clients who "push your buttons" and using the NASW Code of Ethics to provide guidance and support. Each student will prepare engagement strategies in response to either a client in the field or one of the vignettes provided. Students will be graded on their ability to describe appropriate engagement strategies focusing on the intersectionality of the cultural values, beliefs, and behaviors that are described in the literature. Concepts must be supported by professional literature. The vignettes will be provided by your professor and are separate from the Acevedo vignette and the VFP case of Mario. *This assignment relates to student learning outcomes 1, 2, 6.*
Due: Unit 5
This assignment relates to student learning outcomes 1, 2, and 6

Assignment 2: Psychosocial Assessment I (40% of Course Grade)
This assignment involves developing the first sections of a psychosocial assessment with a character selected from a list of television shows. A detailed psychosocial assessment framework will be presented in class. In the first section, the student will present significant information (the facts) about the client. The students will complete a detailed genogram and ecomap.
Due: Unit 11
This assignment relates to student learning outcomes 1, 2, 6, 7

Assignment 3: Psychosocial Assessment II – Goals and Intervention (30% of Course Grade)
This assignment involves developing an intervention plan based on the challenges presented in assignment #2 and the formulated goals. A detailed psychosocial assessment framework will be presented in class. In the second section, the student will present their assessment and case conceptualization including a diagnostic formulation based on symptomatology and treatment plan. Screening and assessment tools used to evaluate high risk clients should be described and applied.
Due: Unit 15
This assignment relates to student learning outcomes 1, 2, 6, 7

Assignment 4: Class Participation (10% of Course Grade)
It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.
Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class along with preparation by having read and considered the assignments, and

participation in discussion is essential. Participation on a course website (message board/chat room) if developed, also constitutes meaningful class participation.

Class grades will be based on the following:

Grade Points		Letter Grades	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

Attendance and Participation

Students' active and substantive involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:
"A" grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.
"B" grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
"C+" or "C": Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is "C".
"C-" or "D": Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.
"F": Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Required Instructional Materials and Resources

Required Textbooks

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Building blocks of communication. In *Direct social work practice: Theory and skills*, 11th ed. (pp. 91-137). Belmont, CA: Brooks/Cole, Cengage Learning. (Ebook available for rent here: https://www.cengage.com/c/empowerment-series-direct-social-work-practice-11e-hepworth/9780357630594/.

Finn, J. L. (2020). *Just practice: A social justice approach to social work*. Oxford University Press.

*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/

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES).

See **Appendix C** for recommended instructional materials and resources

Course Overview

Unit	Date	Topics	Assignments Due
1		Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity	
2		Understanding Diversity, Adversity, and Resilience	
3		Engagement, Rapport Building and Creating Safety; Confidentiality	
4		Engagement with Special Populations: Children, Youth	
5		Use of Motivational Interviewing with Mandated or Resistant Clients & The Systems That Serve	Assignment #1 Engagement Strategy
6		Biopsychosocial Assessment: Lifespan, Ecomap and Genograms	
7		Family Systems	
8		Group Stages and Development	
9		Assessment with High Risk Clients: Suicide and Homicide; IPV; Risky Behavior	
10		Targeted Screening and Assessment Tools	Assignment #2 Psychosocial Assessment
11		Use of Diagnostics for Understanding Symptoms and Formulating Diagnoses (DSM & DC 0-5)	
12		Case Conceptualization	
13		Goal Setting & Contracting	
14		Treatment Planning	
15		Pulling it all Together	Assignment #3 Psychosocial Assessment

Course Schedule—Detailed Description

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

- Engaging diversity and difference in practice
- Ecological framework
- Person in environment perspective
- Social work roles and competencies
- Professional Social work: Value and ethical (including the NASW Code of Ethics)

This session relates to course objectives 1, 2

Required Readings

Finn, J. (2020). *The roots of social work*. In Social justice approach to social work, 4th ed. (pp. 64-67). Oxford University Press.

Finn, J. (2020). *Values, ethics, and visions*. In Social justice approach to social work, 4th ed. (pp. 119-126). Oxford University Press.

National Association of Social Workers (NASW). (n.d.). *Code of ethics*. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Supplemental Reading

Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, *2*(4), 221.

PettyJohn, M. E., Tseng, C. F., & Blow, A. J. (2020). Therapeutic utility of discussing therapist/client intersectionality in treatment: When and how?. *Family Process*, *59*(2), 313-327.

Unit 2: Understanding Diversity, Adversity and Resilience	Date

Topics
- ACES, Historical Trauma and Resilience
- Relationship building skills
- Creating safety; Confidentiality and mandated reporting: legal and ethical
- Overview of the treatment process
- Fact gathering and basic counseling techniques

This session relates to course objectives 1, 2

Required Readings

Finn, J. (2020). *Engagement: Just get started*. In Social justice approach to social work, 4th edition (pp. 184-208). Oxford University Press.

Lynch, A., Newlands, F., & Forrester, D. (2019). What does empathy sound like in social work communication? A mixed-methods study of empathy in child protection social work practice. *Child & Family Social Work*, *24*(1), 139-147.

Masten, A. S., & Barnes, A. J. (2018). Resilience in children: Developmental perspectives. *Children*, *5*(7), 98. doi:10.3390/children5070098

van Rhyn, B., Barwick, A., & Donelly, M. (2021). Embodiment as an instrument for empathy in social work. *Australian Social Work*, *74*(2), 146-158.

Unit 3:	Engagement, Rapport Building and Creating Safety; Confidentiality	Date

Topics
- 🟫 Relationship building skills
- 🟫 Creating safety
- 🟫 Confidentiality and mandated reporting; legal and ethical
- 🟫 Overview of the treatment process

This session relates to course objectives 1, 2, 3, 4

Required Readings

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Building blocks of communication. In *Direct social work practice: Theory and skills*, 11th ed. (pp. 78-105). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Verbal following, exploring, focusing skills. In *Direct social work practice: Theory and skills*, 11th ed. (pp. 106-126). Belmont, CA: Brooks/Cole, Cengage Learning.

Ungar, M., & Ikeda, J. (2017). Rules or no rules? Three strategies for engagement with young people in mandated services. *Child and Adolescent Social Work Journal*, *34*(3), 259-267.

Unit 4:	Engagement with Special Populations: Children, Youth, Families	Date

Topics
- 🟫 Engagement with children and families
- 🟫 Alliances

This session relates to course objectives 1, 2, 3, 4.

Required Readings

Austin, A. (2018). Transgender and gender diverse children: Considerations for affirmative social work practice. *Child and Adolescent Social Work Journal*, *35*(1), 73-84.

Russo, J. A., King, J. H., & Gaede, R. C. (2021). Assessment of families and family systems. *Foundations of Couples, Marriage, and Family Counseling* (pp. 61-81). John Wiley & Sons.

Sotero, L., Moura-Ramos, M., Escudero, V., & Relvas, A. P. (2018). When the family is opposed to coming to therapy: A study on outcomes and therapeutic alliance with involuntary and voluntary clients. *Couple and Family Psychology: Research and Practice*, *7*(1), 47-61.

Toros, K., DiNitto, D. M., & Tiko, A. (2018). Family engagement in the child welfare system: A scoping review. *Children and Youth Services Review*, *88*, 598-607.

Unit 5:	Use of Motivational Interviewing with Mandated or Resistant Clients & The Systems That Serve	Date
Topics		
🟫 Engaging the reluctant client		
🟫 Trans-theoretical stages of change		
🟫 Motivational Interviewing		

This session relates to course objectives 1, 2, 3, 4

Required Readings

Finn, J., (2020). *Challenges to engagement: Power, difference and resistance*. In Social justice approach to social work, 4th edition (pp. 212-216). Oxford University Press.

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Eliminating counterproductive communication patterns and substituting positive alternatives. In *Direct social work practice: Theory and skills*, 11th ed. (pp. 127-142). Belmont, CA: Brooks/Cole, Cengage Learning.

Krebs, P., Norcross, J. C., Nicholson, J. M., & Prochaska, J. O. (2019). Stages of change. In J. C. Norcross & B. E. Wampold (Eds.), *Psychotherapy relationships that work: Evidence-based therapist responsiveness* (pp. 296–328). Oxford University Press.

Magill, M., & Hallgren, K. A. (2019). Mechanisms of behavior change in motivational interviewing: do we understand how MI works? *Current Opinion in Psychology*, *30*, 1-5.

Unit 6:	Biopsychosocial Assessment: Lifespan, Ecomap and Genograms	Date
Topics		
🟫 Introduction to psychosocial assessment		
🟫 Strength-based approach to assessment		
🟫 Fact gathering: Lifespan, genogram and ecomaps		

This session relates to course objectives 1, 2, 3, 4

Required Readings

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Assessment: Understanding and exploring problems and strengths. In *Direct social work practice: Theory and skills*, 11th ed. (pp. 143-166). Belmont, CA: Brooks/Cole, Cengage Learning.

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Assessing individual and environmental factors and their interaction. In *Direct social work practice: Theory and skills*, 11th ed. (pp. 167-191). Belmont, CA: Brooks/Cole, Cengage Learning.

Hodge, D. R. (2020). Administering spiritual assessments with refugees: an overview of conceptually distinct assessment options. *Journal of Refugee Studies*, *33*(3), 479-499.

Majhi, G., Reddy, S., & Muralidhar, D. (2018). The use of family genogram in psychiatric social work practice. *Open Journal of Psychiatry & Allied Sciences*, *9*(2), 98-102.

Suggested Readings

Barnes-Lee, A. R. (2020). Development of protective factors for reducing juvenile reoffending: a strengths-based approach to risk assessment. *Criminal Justice and Behavior*, *47*(11), 1371-1389.

Pulla, V. (2017). Strengths-based approach in social work: A distinct ethical advantage. *International Journal of Innovation, Creativity and Change*, *3*(2), 97-114.

Unit 7:	Family Systems	Date
Topics		
🟫 Family Assessment		
🟫 Intergenerational Assessment		

This session relates to course objectives 1, 2, 3, 4

Required Readings

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Assessing family functioning in diverse family and cultural context. *Direct social work practice: Theory and skills,* 11th ed. (pp. 192-217). Boston MA: Cengage Learning.

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Enhancing family functioning and relationships. *Direct social work practice: Theory and skills,* 11th ed. (pp. 340-366) Boston MA: Cengage Learning.

Konrad, S. C. (2019). Child-centered assessment. *Child and family practice: A relational perspective* (pp 81-113). Oxford University Press.

Supplemental Reading

Bang, M., Montaño Nolan, C., & McDaid-Morgan, N. (2018). Indigenous family engagement: Strong families, strong nations. *Handbook of Indigenous Education,* 1-22.

Gunn, A., & Miranda Samuels, G. (2020). Promoting recovery identities among mothers with histories of addiction: Strategies of family engagement. *Family process*, *59*(1), 94-110.

Prime, H., Wade, M., & Browne, D. T. (2020). Risk and resilience in family well-being during the COVID-19 pandemic. *American Psychologist*, *75*(5), 631-643.

Schwartz, R., & Goldsmith, J. (2019). Internal family systems in family therapy. *Encyclopedia of Couple and Family Therapy*, 1575-1580.

Unit 8:	Group Stages and Development	Date

Topics
- Screening
- Assessing readiness
- Building rapport and creating norms
- Setting the agenda
- Informed consent and confidentiality
- Stages of development

This session relates to course objectives 1, 2, 3, 4

Required Readings

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Understanding social work groups. In *Direct social work practice: Theory and skills*, 11th ed. (pp. 217-238). Belmont, CA: Brooks/Cole, Cengage Learning.

Pessagno, R. (2020). Group therapy: Stages of group development. In C. Knight & K. Wheeler (eds.), *Case study approach to psychotherapy for advanced practice psychiatric nurses* (pp. 95-112). Springer.

Unit 9: Assessment with High-Risk Clients: Suicide and Homicide; Interpersonal Violence; Risky Behavior	Date

Topics
- Non-Suicidal Self-Injury
- Suicide, Homicide
- Child Abuse, and Elder Abuse
- Substance abuse and co-occurring disorders
- Intimate partner violence (IPV)

This session relates to course objectives 1, 2, 3, 4

Required Readings

Finn, J. (2020). Teaching-learning: Reframing the assessment process. In *Social justice approach to social work*, 4th edition (pp. 223-261). Oxford University Press.

Herzog, J. R., Whitworth, J. D., & Scott, D. L. (2020). Trauma informed care with military populations. *Journal of Human Behavior in the Social Environment*, *30*(3), 265-278.

Messing, J. T. (2019). Risk-informed intervention: Using intimate partner violence risk assessment within an evidence-based practice framework. *Social Work*, *64*(2), 103-112.

Westers, N. (Host). (2021, January 1). *Why do people self-injure* [Audio podcast]. The psychology of self-injury: Exploring self-harm & mental health. https://www.audacy.com/podcasts/the-psychology-of-self-injury-47139/why-do-people-self-injure-353364120

Suggested Readings

Atuel, H. R., & Castro, C. A. (2018). Military cultural competence. *Clinical Social Work Journal*, *46*(2), 74-82.

Franco, D. (2018). Trauma without borders: The necessity for school-based interventions in treating unaccompanied refugee minors. *Child and Adolescent Social Work Journal*, *35*(6), 551-565.

Kulkarni, S. (2019). Intersectional trauma-informed intimate partner violence (IPV) services: Narrowing the gap between IPV service delivery and survivor needs. *Journal of family violence*, *34*(1), 55-64.

Unit 10:	Targeted Screening and Assessment Tools	Date
Topics		

Topics
- Accessible screeners
- Age and language appropriate
- Limitations of standardized measures

This session relates to course objectives 3, 4

Required Readings

Becker-Haimes, E. M., Tabachnick, A. R., Last, B. S., Stewart, R. E., Hasan-Granier, A., & Beidas, R. S. (2020). Evidence base update for brief, free, and accessible youth mental health measures. *Journal of Clinical Child & Adolescent Psychology*, *49*(1), 1-17.

Connors, E. H., Douglas, S., Jensen-Doss, A., Landes, S. J., Lewis, C. C., McLeod, B. D., ... & Lyon, A. R. (2021). What gets measured gets done: how mental health agencies can leverage measurement-based care for better patient care, clinician supports, and organizational goals. *Administration and Policy in Mental Health and Mental Health Services Research*, *48*(2), 250-265.

McKinley, C. E., Boel-Studt, S., Renner, L. M., Figley, C. R., Billiot, S., & Theall, K. P. (2020). The Historical Oppression Scale: Preliminary conceptualization and measurement of historical oppression among Indigenous peoples of the United States. *Transcultural Psychiatry*, *57*(2), 288-303.

Patalay, P., & Fried, E. I. (2021). Editorial Perspective: Prescribing measures: unintended negative consequences of mandating standardized mental health measurement. *Journal of Child Psychiatry and Psychology*, *62*, 1032–1036.

Supplemental Readings

Bausewein, C., Schildmann, E., Rosenbruch, J., Haberland, B., Tänzler, S., & Ramsenthaler, C. (2018). Starting from scratch: implementing outcome measurement in clinical practice. *Annals of Palliative Medicine*, *7*(Suppl 3), S253-S261.

Salsman, J. M., Danhauer, S. C., Moore, J. B., Canzona, M. R., Victorson, D. E., Zebrack, B. J., & Reeve, B. B. (2020). Optimizing the measurement of health-related quality of life in adolescents and young adults with cancer. *Cancer*, *126*(22), 4818-4824.

Thompson, A. M., & Frey, A. J. (2020). Free, feasible, and valid measurement tools for school social workers. *Children & Schools*, *42*(1), 3-6.

Unit 11:	Use of Diagnostics for Understanding Symptoms and Formulating Diagnoses (DSM & DC 0-5)	Date

Topic
- 🔶 DSM: An assessment tool
- 🔶 Cultural Assessment in DSM/Role of culture in diagnosis
- 🔶 DC 0-5

This session relates to course objectives 3 and 4.

Required Reading

DeSilva, R., Aggarwal, N. K., & Lewis-Fernández, R. (2018). The DSM-5 cultural formulation interview: Bridging barriers toward a clinically integrated cultural assessment in psychiatry. *Psychiatric Annals*, *48*(3), 154-159.

Mulrooney, K., Egger, H., Wagner, S., & Knickerbocker, L. (2019). Diagnosis in young children: The use of the DC: 0-5™ diagnostic classification of mental health and developmental disorders in infancy and early childhood. *Clinical Guide to Psychiatric Assessment of Infants and Young Children* (pp. 253-283). Springer.

Newson, J. J., Hunter, D., & Thiagarajan, T. C. (2020). The heterogeneity of mental health assessment. *Frontiers in Psychiatry*, *11*, 76. https://doi.org/10.3389/fpsyt.2020.00076

Unit 12: Case Conceptualization	Date

Topics:
- 🔶 Case formulation
- 🔶 Intake interviews
- 🔶 Role of theory

This session relates to course objectives 3 and 4.

Required Readings

Easden, M. H., & Fletcher, R. B. (2020). Therapist competence in case conceptualization and outcome in CBT for depression. *Psychotherapy Research*, *30*(2), 151-169.

Padesky, C. A. (2020). Collaborative case conceptualization: Client knows best. *Cognitive and Behavioral Practice*, *27*(4), 392-404.

Sanchez, A. L., Comer, J. S., & LaRoche, M. (2022). Enhancing the responsiveness of family-based CBT through culturally informed case conceptualization and treatment planning. *Cognitive and Behavioral Practice*. https://doi.org/10.1016/j.cbpra.2021.04.003

Sperry, L. (2019). Assessment and case conceptualization with couples and families. In *Couple and Family Assessment* (pp. 20-32). Routledge.

Unit 13: Goal Setting & Contracting	Date

Topics
- Identifying goals, objectives and tasks
- Shared decision making
- Identification and measurement of treatment outcomes

This session relates to course objectives 3 and 4.

Required Readings

Barker, P. & Chang, J. (2013). Establishing treatment goals. In *Basic family therapy, 6th ed.* (pp. 88-94). John Wiley & Sons.

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Developing goals and formulating a contract. In *Direct social work practice: Theory and skills*, 11th ed. (pp. 239-271). Belmont, CA: Brooks/Cole, Cengage Learning.

Taylor, P., & Reeves, A. (2019). United States: 'combatting' self-harm and suicide in the US military and after: Culture, military labour, and no-harm contracts. In *Military Past, Civilian Present* (pp. 107-120). Springer, Cham.

Unit 14: Treatment Planning	Date

Topics:
- Identification and measurement of treatment outcomes
- Use of manuals

This session relates to course objectives 3, 4

Required Readings

Hepworth, D. H., Der Vang, P., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Managing barriers to change. *Direct social work practice: Theory and skills,* 10th ed. (pp. 407-431) Boston MA: Cengage Learning.

Maruish, M. E. (2019). Developing a treatment plan. In *Essentials of treatment planning, 2nd ed.* (pp.131-190). John Wiley & Sons.

Suggested Readings

Social Work Podcast https://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html

Unit 15:	Pulling it all together	Date

Topics
- Addressing systemic oppression
- Preparing for the work phase

This session relates to course objectives 3, 4

Required Readings

Finn, J. L. (2020). Critical reflection: A starting place for understanding difference, oppression, and privilege. In *Just practice: A social justice approach to social work* (pp. 33-62). Oxford University Press.

Finn, J. L. (2020). Action and accompaniment. In *Just practice: A social justice approach to social work* (pp. 263-303). Oxford University Press.

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

This assignment is designed for you to apply culturally appropriate strategies to engage and build with a challenging client case. Select one of the vignettes (to be provided by your professor) and then consider how you (whom the client is meeting for the very first time) will develop an engagement strategy. Using citations define, describe and apply skills of engagement. Then, describe might push your buttons, reflecting on the interaction between the client's intersectionalities and your own. Lastly, reference the NASW Code of Ethics. Support your engagement strategy with the assigned reading material in the syllabus.

When reading the vignette, think about the unique strengths and challenges the client presents and how you can use that knowledge to build rapport. Consider the cultural, spiritual, religious, familial, and intersectionality identities and characteristics that the client in the vignette displays and apply your reading to understand the unique considerations for the case. **The strategy should focus on *engagement and rapport building, <u>not interventions.</u>***

Please answer the following questions in your engagement strategies:
1. Describe the presenting problem and the unique strengths of the clients. Consider their intersectional identities.
2. Explain how you might use basic counseling skills to engage and communicate empathy and compassion specifically for the client you have selected. Provide examples of how you might hypothetically use the following skills (Choose a minimum of 3). Define concepts using citations, describe and then apply:
   a. Verbal following
   b. Furthering responses
   c. Paraphrasing
   d. Open-ended and/ or closed ended responses
   e. Seeking concreteness
   f. Focusing
   g. Summarizing
3. Identify the factors that may make it difficult for you to communicate empathy (e.g. countertransference or feelings that arise because of the client challenge presented) . Consider how your gender identity, race, age, religion, ethnicity, social class, sexual identity, and ableness impact your perspective.
4. What does the literature/research say about engagement for a client like this?
5. What guidance does the NASW Code of Ethics to guide your practice?

Academic Paper Guidelines
Select **<u>one</u>** 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 heading, 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 523 syllabus)**. The references found outside the syllabus should be bolded on the reference page. Use editorial referencing styles as specified in the APA Publication Manual 7th Edition (http://apastyle.apa.org/).

Assignment #2: Due Week 11
(40% of final grade)

This assignment involves developing the first two sections of a biopsychosocial assessment based on a character from a below listed television show. You may watch one or multiple episodes (starting with the first episode) of the show to better understand the character you chose.

- Afterlife
- All American
- Ashley Garcia: Genius in Love
- Atypical
- Never Have I Ever
- Raising Dion
- Special
- As We See It
- Gentified

A detailed biopsychosocial assessment framework is presented by your instructor in a separate file.

Section 1

The student will present significant information (The Study- #1 on BioPsychSoc Assessment form) about the client.

Section 2

The student will formulate a professional explanation (The Assessment- #2 on BioPsychSoc Assessment form) the person's circumstances based upon the student's theoretical understanding.

Due: 11ᵗʰ week at the start of the class time.

Academic Paper Guidelines

The paper should be 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. Throughout the paper, provide references with a minimum of 5 scholarly works (at least 2 of which must be outside sources not on 523 syllabus). Use editorial and referencing styles as specified in the APA Publication Manual 7ᵗʰ Edition.

Assignment #3: Due Week #15
(30% of final grade)

This assignment involves developing an intervention plan based on the challenges presented in assignment #2 and the formulated goals.

Due: Start of class Week #15

Paper Guidelines

- Summary of the client's presenting challenge(s) based on your assessment in Assignment #2

- Develop an intervention plan using an evidence-based intervention available at your agency. If your agency is not using evidence-based interventions, choose one that is appropriate for your client. The intervention plan must be based on the Midterm biopsychosocial assessment ("Study" and "Assessment" sections)
    - The intervention plan must include a description of and rational for:
        - Short and long-term goals
        - Specific interventions
        - Time frame of intervention
        - Methods for evaluating goal achievement.

- Provide a discussion and critical analysis of the application of the intervention plan, including ethical issues. This section should include an evaluation of the strengths and problems with the intervention plan.

The paper should be 4-5 pages (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 first page of the text labeled as page 1. Use subheadings (in bold font) to organize your paper. Throughout the paper, provide references with a minimum of 7 scholarly works (at least 3 of which must be outside sources not on 523 syllabus). Use editorial and referencing styles as specified in the APA Publication Manual 7th Edition.

List of Appendices

    A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
    B. Definitions of Grades and Standards Established by Faculty of the School
    C. Recommended Instructional Materials and Resources
    D. Suzanne Dworak-Peck School of Social Work DEI Statement
    E. Statement on Academic Conduct and Support Systems

Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objective	Behaviors	Dimensions	Content
Competency 1: **Demonstrate Ethical and Professional Behavior** Social workers 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of	**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.	**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. **1c.** Uses supervision and consultation to guide professional judgment and behavior.	Values, Cognitive and Affective Processes	**Unit 1:** Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity. **Unit 2:** Understanding Diversity, Adversity and Resilience **Unit 9:** Assessment with High-Risk Clients: Suicide and Homicide; IPV; Risky Behavior **Unit 11:** Use of Diagnostics for Understanding Symptoms and Formulating Diagnoses (DSM & DC 0-5) **Assignment 1:** Engagement Strategy **Class Participation**

life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.				
Competency 2: **Engage Diversity and Difference in Practice** Social workers 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,	**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.	**2a.** Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences.	Skills	**Unit 1:** Overview of Social Work Profession, Professional Identity, Values and Ethics, and Social Diversity **Unit 2:** Understanding Individuals: Diversity, Adversity, and Empathy **Unit 8:** Biopsychosocial Assessment, Lifespan, Ecomap and Genograms **Unit 9:** Use of Motivational Interviewing with Mandated or Resistant Clients &

| marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers 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. Social workers also 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. | | | | The Systems That Serve

Unit 13: Goal Setting & Contracting

Assignment 1: Engagement Strategy

Assignment 2: Psychosocial Assessment 1

Assignment 3: Psychosocial Assessment 2

Class Participation |

Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck 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.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2021). Publication Manual: 7th Edition of the American Psychological Association. *American Psychological Association.*

Recommended Websites

APA Guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
National Association of Social Workers: https://www.socialworkers.org/
Social Work Grand Challenges: https://grandchallengesforsocialwork.org/
Council on Social Work Education: https://www.cswe.org/
Therapist Aid: https://www.therapistaid.com/

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

Appendix E: University Policies and Guidelines
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 Policies and Procedures for additional information on attendance policies.

Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.
Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

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."

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.

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.

Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being 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.

Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead (Julie Cederbaum | jcederba@usc.edu). Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health
https://studenthealth.usc.edu/counseling/
Phone number (213) 740-9355
On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline
https://suicidepreventionlifeline.org/
Phone number 1 (800) 273-8255
On call 24/7
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)
https://studenthealth.usc.edu/sexual-assault/
Phone Number (213) 740-9355(WELL), press "0" after hours
On call 24/7
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX
https://eeotix.usc.edu/
Phone number (213) 740-5086
Title IX Office (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment
https://usc-advocate.symplicity.com/care_report/index.php/pid422659?
Phone number (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services
https://osas.usc.edu/
Phone number (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention
https://campussupport.usc.edu/
Phone number (213) 821-4710
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC
https://diversity.usc.edu/

Phone number (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency
https://dps.usc.edu/
UPC phone number (213) 740-4321
HSC phone number (323) 442-1000
On call 24/7
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety
https://dps.usc.edu/
UPC phone number (213) 740-6000
HSC phone number (323) 442-120
On call 24/7
Non-emergency assistance or information.

Additional Resources
Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this link to the Uwill portal, create your account with your University email, and connect with a clinician.

Emergency Preparedness and Response Resources
USC Earthquake Procedures:
https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/

USC Emergency Procedures Video:
https://usc.edu/emergencyvideos

Campus Building Emergency Information Fact Sheets:
https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/

USC ShakeOut Drill: (morning of October 21, 2021)
https://fsep.usc.edu/shakeout/

Personal Preparedness Resources, such as preparing your home, etc.
https://fsep.usc.edu/personal-preparedness/