

SOCIAL WORK PRACTICE WITH INDIVIDUALS (SW521)
FALL, 2002

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Office Hours: By appointment.

Code of Conduct: It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook (www.csw.uth.edu).

The Honor Statement: An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (Hilltopics, 2002-2003, page 30).

Disability: If you need course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at (865) 974-6087. This will ensure that you are properly registered for services.

Course Description: Clinical Social Work Practice with Individuals is one of the core required methods courses in the Clinical Concentration. Building upon the Foundation courses in social work practice and human behavior, this course examines theory, knowledge and skills for clinical practice with individuals. The therapeutic process and treatment strategies are examined, incorporating content from psychodynamic and cognitive models. These content areas are compared and contrasted in terms of theoretical assumptions, intervention methods and techniques, and empirical evidence regarding practice outcomes. A feminist perspective that stresses client empowerment is examined as a means of critiquing theoretical models. Attention is given to translating and utilizing practice models in ways consistent with the ecological and strengths perspectives and their use with clients from vulnerable and high-risk populations. Emphasis is given to the therapeutic process, the use of relationships, and clinical strategies for change. While the focus of the course is on intervention with individuals, clients are seen as influenced by their family and social contexts. The overall goal of the course is to produce social work clinicians that are flexible and able to assess the utility of interventions consistent with social work values and ethics.

Rationale: Clinical social workers face complex human situations presented by clients from diverse backgrounds. Social workers must be prepared to make differential assessments and choose intervention strategies that will prove effective with specific client problems and are appropriate to clinical social work practice in the current context

of restrictions on resources and duration of services. Faced with a plethora of treatment theories, clinicians must have sufficient knowledge to make these critical choices. Guided by an ecological and strengths perspective, social workers must be skilled in strategies that will improve clients' coping behaviors and environmental competence. Psychodynamic and cognitive models are examined because they are widely utilized by practitioners, are evident in ample literature and are adaptable to an ecological perspective. This course is designed to provide students with advanced knowledge and skills necessary for clinical practice with individuals.

Course Objectives: by the completion of the course, students are expected to be able to (through course activities, assignments and/or exams):

1. Describe the scope, nature and focus of clinical social work with individuals, including issues in establishing of effectiveness of intervention.
2. Describe the nature of clinical practice incorporating the ecological and feminist perspectives.
3. Describe and analyze different clinical models (e.g. psychodynamic and cognitive) and their utilization in various practice settings and situations.
4. Describe the therapeutic relationship as the medium of intervening and the use of self within this context.
5. Describe and analyze the therapeutic process, including the underlying assumptions about change, knowledge and skills necessary for clinical assessment of individuals and development of intervention plans.
6. Design appropriate clinical strategies and procedures to utilize with individuals, including rationale for decisions, recognition of clients' strengths, and the context of short-term interventions/services.
7. Discuss various client issues or problems and the selection of appropriate intervention strategies, including consideration of the effects of race, gender, ethnicity, sexual orientation, age and socio-economic class.
8. Explicate an understanding of ethical issues encountered in clinical social work with individuals and the ability to thoughtfully analyze ethical dilemmas that may arise.
9. Discuss the evaluation of outcomes and the implications of research on clinical practice for improving practice.

Course Requirements: Participation 20%. Students are expected to be physically, intellectually and emotionally present for all classes.

Life happens. If circumstances arise that prevent you from attending class, please call me prior to class and make arrangements to deliver your journal entries for that week.

Journal 50%. 1 – 2 pages, typed, double spaced. Due at the beginning of each class. Students should use these

journal entries to better understand their responses – intellectual and emotional – to assigned readings and class discussions. You are encouraged to use the journal as an opportunity to think out loud and to take chances.

Paper 30%. 5 – 10 pages, typed. Due the Monday before Thanksgiving. The paper should demonstrate your understanding of a theory or concept discussed in this class. You may contrast different theories, or argue the strengths and shortcomings of a particular theory. You may apply a theory or theories to a case study in a way that increases your understanding of how the subject of that study experiences the world.

Readings: Students are expected to read all texts assigned and to demonstrate their familiarity with the texts in class discussions and/or journal entries.

Required Texts: Beck, Judith. Cognitive Therapy: Basics & Beyond (1995)

Goldstein, Eda. Ego Psychology & Social Work Practice. (1995)

Herman, Judith. Trauma & Recovery (1997)

Turner, Francis. Social Work Treatment (1996)

Course Outline:

WEEK 1 Introduction to the Course

WEEK 2 OBJECT RELATIONS

Required reading: Goldstein, E. Ego Psychology & Social Work Practice. Chapters 1, 3 & 5. pp. 3-28; 53-71; 86-112.

Grebben, Stanley “On Being Therapeutic” Canadian Psychiatric Association Journal vol 22, 1977, pp. 371–380.

Johnson Powell, Gloria. “Coping with Adversity: The Psychosocial Development of Afro-American Children” In G. Johnson Powell (Ed.), The Psychosocial Development of Minority Group Children pp. 315-342.

O'Connor, M. "Psychotherapy With Gay and Lesbian Adolescents" In S. Dworkin, & F Gutierrez (Ed.), Counseling Gay Men & Lesbians pp. 3-21.

Shectman, F. "Time & the Practice of Psychotherapy" Psychotherapy, 23:4. 1986, pp. 521-525

Recommended reading: Erickson, E. "Eight Ages of Man" in Childhood & Society

Dworkin, S. & Gutierrez, F, "Gay, Lesbian and African American: Managing the Integration of Identities" In S. Dworkin & F. Gutierrez (Ed.), Counseling Gay Men & Lesbians, pp. 141-156.

WEEK 3 DEFENSES

Required reading: Goldstein, E. Ego Psychology & Social Work Practice. Chapter 4 pp.72-85.

Frosch, S. "The Racist Subject" In Psychoanalysis and Psychology (1989) pp. 207-249.

McIntosh, P. "White Privilege & Male Privilege" In N, Andersen (Ed.) Race, Class and Gender (1988) pp.70-81.

Saleebey, D. "The Strengths Perspective in Social Work Practice" Social Work 41 (3) pp.296-305.

WEEK 4 TRANSFERENCE

Required reading: Adler, Gerald "Helplessness in the Helpers" British Journal of Med. Psychology 1972, 45 pp. 315-325.

Greenberg, Jay "Countertransference & Reality" In Reality & the Analytic Relationship pp. 52-73.

Taffel, Ron "In Praise of Countertransference" Family Therapy Networker January, 1993 pp. 52-57.

Winnicott, D.W. "Hate in the Counter-transference"

Recommended reading: Schamess, Gerald "Boundary Issues in Countertransference: A Developmental Perspective" Clinical Social Work Journal 9 (4) pp.244-257.

WEEK 5 SELF PSYCHOLOGY

Required reading: Baker, Howard & Baker, Margaret “Heinz Kohut’s Self Psychology: An Overview” The American Journal of Psychiatry January 1987 pp. 1-9.

Kohut, H. & Wolf, E. “The Disorders of The Self & Their Treatment: An Outline” International Journal of Psychoanalysis (1978) 59 pp.413-425.

WEEK 6 PERSONALITY DISORDERS

Required reading: Goldstein, E. Ego Psychology & Social Work Practice. Chapter 12. pp.289-329.

Linehan, M. Cognitive Behavioral Therapy of Borderline Personality Disorder. Chapters 1, 3 & 4 pp. 3-27; 66-119.

Lundy, Marta. “Explicitness: The Unspoken Mandate of Feminist Social Work” AFFILIA 8, (2) 1993 pp. 184-199.

WEEK 7 TRAUMA

Required reading: Herman, J. Trauma & Recovery (1997). Chapters 1-6 pp. 7-132.

Recommended reading:

Garbarino, J. Lost Boys: Why Our Sons Turn Violent & How We Can Save Them (1999)

Glodich, AnnMarie “Traumatic Exposure To Violence: A Comprehensive Review Of the Child & Adolescent Literature” Smith College Studies in Social Work 68 (3), pp.1-41. Terr, Lenore Unchained Memories

WEEK 8 TRAUMA

Required reading: Herman, J. Trauma and Recovery (1997) Chapters 7-11 pp. 133-236.

Perry, B. “Incubated in Terror: Neurodevelopmental Factors in the ‘Cycle of Violence’” In J. Osofsky, Children in a Violent Society (1997) pp.124-149.

Terr, L. "What Happens to Early Memories of Trauma?" Journal of the American Academy of Child Adolescent Psychiatry 1988, 27 pp. 96-104.

van der Kolk, B. "Trauma and Memory" In B. van der Kolk et al Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body and Society (1996) pp.279-302.

WEEK 9 COGNITIVE/BEHAVIORAL THEORY

Required reading: Beck, J. Cognitive Therapy: Basics & Beyond. Chapters 1, 2, 3, 4 & 5 pp. 1-74.

Ellis, A. & Harper, R. A New Guide to Rational Living (1975). Chapters 1, 2, 3, 4, & 5 pp. 1-37.

Turner, F. Social Work Treatment (1996) Chapter 3 pp. 39-68.

Recommended reading:

WEEK 10 COGNITIVE/BEHAVIORAL THEORY

Required reading: Beck, J. Cognitive Therapy: Basics & Beyond. Chapters 6, 7, 8 & 9 pp. 75-136.

Pope Davis, D et al. "Client Perspectives on Multicultural Counseling Competence" The Counseling Psychologist 30 (3) pp.355-393.

Wing Sue, D & Sue, S. "Counseling Hispanic Americans" In D. Wing Sue & S. Sue, Counseling the Culturally Different (1999) pp.286-303.

WEEK 11 ASSESSMENT & TIME-LIMITED TREATMENT

Required reading: Goldstein, E. Ego Psychology & Social Work Practice. Chapters 7, 8 & 10 pp.143-199 & 230-256.

Ness, J & Iadicola, P. "Toward a Definition of Feminist Social Work" Social Work January 1989 pp.12-21.

O'Hanlon, W.H. "Possibility Therapy: From Iatrogenic Injury to Iatrogenic Healing" In P. Reece & S. Gilligan (Eds.), Therapeutic conversations (1993) pp.3-21.

Rybak, C., Leary, A. & Marui, A. "The Resiliency Wheel: A training model for enhancing the effectiveness of cross-cultural interviews" International Journal For The Advancement of Counseling 23 pp. 7-19.

Taft, Jessie "The Time element in Therapy" Read at the National Conference of Social Work in Philadelphia in 1932. pp. 3-23.

WEEK 12 DEPRESSION

Required reading: Beck, J. Cognitive Therapy: Basics & Beyond. Chapter 11 pp.166-192.

Ellis, A & Harper, R. A New Guide to Rational Living
Chapter 18 pp. 177-185.

Freud, S. "Mourning & Melancholia" 1917 pp. 164-179.

Shea, S. "Interviewing Techniques in Depression and Other Mood Disorders" In Psychiatric Interviewing: The Art of Understanding (1998) pp. 225-283.

WEEK 13 CHRONIC DISEASES OF THE BRAIN

Required reading: Goldstein, E. Ego Psychology & Social Work Practice.
Chapter 11. pp. 257-288.

Goodwin, F. & Redfield Jamison, K. Manic Depressive Illness.
(1990) Chapter 2. pp. 15-55.

Torrey, E.F. Surviving Schizophrenia. (3rd Edition) (1995)
Chapters 1,2 &3 pp. 1-104.

Recommended Reading: Redfield Jamison, Kay. The Unquiet Mind.

WEEK 14 TERMINATION

Required reading: Beck, J. Cognitive Therapy: Basics & Beyond. Chapter 15 pp.
269-283.

Epston, D. & White, M. "Termination As A Rite Of Passage:
Questioning Strategies For A Therapy Of Inclusion" pp. 339-354.

Gould, Robert Paul "Students' Experience with the Termination Phase of Individual Treatment" pp.235-269.

Porter, N. "Therapist Self-Care: A Proactive Ethical Approach" In E.J. Rave & C.C. Larsen (Ed.) Ethical Decision Making in Therapy: Feminist Perspectives (1995) pp. 247-266.