

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
MEMPHIS CAMPUS**

**SW-521 Clinical Social Work Practice with Individuals
Course Outline
Fall 2003**

Instructor: Kathy Davis

Day: Monday 1:30 – 4:30 (GEB A310)

Day: Tuesday 9:00 – 12:00 (SWK 202)

Contact: (office)
901-380-8873 (home)
kdavis11@utk.edu

Office Hours: Mon. 12:00 -1:00
Tues. 12:00 -1:00

Required Texts

Beck, A., T. (1979). Cognitive therapy of depression. New York: Guildford Press

Dumont, F. & Corsini, R. J. (2000). Six therapists and one client. New York: Springer Pub. Co.

Supplemental Text

Goldstein, E, G. (1995). Ego psychology and social work practice. New York: the Free Press

COURSE REQUIREMENTS/GRADING

The course grade will be based on student participation, a mid-term assignment, a presentation and a final paper. Students are expected to read the assigned articles/chapters thoughtfully and to come to class prepared to ask questions, make comments and add to the overall discussion. The guidelines for the presentation and paper are outlined in a separate hand-out. The description of the mid-term assignment is included at the end of this syllabus. The course grade will be computed as follows:

Class participation		25 points
WebQuest Assignments	(25 pts each)	125 points
Quizzes	(10 points each)	50 points
Midterm assignment		100 points
Presentation		100 points
Total		400 points

Assignment of Final Grades. The final course grade will be based on the following point totals:

376-400 points = A (Superior performance, exceeds expectations)

348-375 points = B+ (Better than satisfactory performance)
328-347 points = B (Satisfactory performance, meets expectations)
308-327 points = C+ (Less than satisfactory performance)
280-307 points = C (Performance well below the standard expected of graduate students)

COURSE OUTLINE

MODULE ONE: INTRODUCTION TO COURSE AND THEORY & SW PRACTICE

WEEK #1 (Monday 8/25 and Tuesday 8/26) Introduction to the course, intro to sw theories: ecological/system model, psychodynamic, cognitive, behavioral, cognitive-behavioral, feminist, brief therapies (crisis, task, solution focused), social work techniques, ethical practice and course computing.

Video: Work with Involuntary Clients: the consumer's perspective

WEEK #2 (Monday 9/1 and Tuesday 9/2) **Labor Day! No class today! However, you will be responsible for the readings, out of class assignment and discussion board activity.**

Overview of the ecological model/the strengths perspective, the relationship of theory to practice, ethical social work practice - The NASW Code of Ethics and implications for practice

Readings: Green, R. (1991). Human behavior theory and social work practice. NY: Aldine De Gruyter, 282-283.

Germain & Gitterman, (1996). The ecological perspective. The nature of clinical practice, (pp 1-24).

Germain & Gitterman, (1996). The Life Model of Social Work Practice. The nature of clinical practice, (pp 25-60).

Meyers, L. L. & Thyer, B. A. (1997). Should social work clients have the right to effective treatment? Social Work, 42 (3), 288-292.

Saleeby, D. (1996). "The strengths perspective in Social Work practice: Extensions and cautions. Social Work, 41, 296-305.

Dumont, F. & Corsini, R. J. (1996). Six therapists and one client.
▪ Introduction

- An Intake Interview with Donald Green
- Ericksonian Hypnotherapy

MODULE TWO: THE THERAPUTIC RELATIONSHIP

WEEK #3 (Monday 9/8 and Tuesday 9/9) Establishing a collaborative relationship

Ecological WebQuest and Repressed Memory Assignment Due

Readings: Teyber, E. (1996). Establishing a collaborative relationship. Interpersonal process in psychotherapy (pp. 33-60). Brooks/Cole Publishing Co. Pacific Grove, CA.

- Dumont, F. & Corsini, R. J. (1996). Six therapists and one client.
- Person-Centered Therapy
 - Adlerian Psychotherapy

WEEK #4 (Monday 9/15 and Tuesday 9/16) Honoring the client's resistance

Video: Involuntary Practice in Cross-Cultural Context (Caucasian practitioner)

Readings: Teyber, E. (1996). Honoring the Client's Resistance. Interpersonal process in psychotherapy (pp. 62-90). Brooks/Cole Publishing Co. Pacific Grove, CA.

- Dumont, F. & Corsini, R. J. (1996). Six therapists and one client.
- Rational Emotive Behavior Therapy Albert Ellis
 - Cognitive Behavior Therapy
 - Multimodal Therapy (optional)

MODULE THREE: PSYCHODYNAMIC THEORY

WEEK #5 (Monday 9/22 and Tuesday 9/23) Theoretical Models - Introduction to ego psychology and the psychodynamic model (theoretical background, key concepts, assessment)

WebQuest: Psychodynamic Therapy Due

Readings: Goldstein, E. G. (1995). The scope and evolution of ego psychology. Ego psychology and social work practice, (pp 3-28). New York: the Free Press.

Magnavita, J. J. (2002). Freud and his followers: The birth, evolution and controversy of twentieth century psychoanalytic psychology. Theories of personality: Contemporary Approaches to the science of personality (pp71-108). John Wiley & Sons, Inc., New York.

Goldstein, E. G. (1995). The nature of Ego-Oriented Assessment. Ego psychology and

social work practice, (pp 143-165). New York: the Free Press.

WEEK #6 (Monday 9/29 and Tuesday 9/30) Theoretical Models - Psychodynamic; intervention techniques, worker/client relationship, termination

Video - Therapy with the Experts: Object Relations Therapy

Readings: Goldstein, E. G. (1995). The nature of Ego-Oriented Intervention. Ego psychology and social work practice, (pp 166-200). New York: the Free Press.

MODULE FOUR: COGNITIVE THEORIES

WEEK #7 (Monday 10/6 and Tuesday 10/7) Theoretical Models - Cognitive Therapy; the cognitive therapy model, principles of CT, worker-client relationship; structure of therapy; assessment

WebQuest: Cognitive Therapy

Video - “Constructivist Cognitive-Behavioral Therapy”

Readings: Beck, A. (1979). Cognitive Therapy of Depression - Chapters 1-5

Freeman, et al. (1990). Clinical applications of Cognitive Therapy. NY: Plenum Press, pp.3-24.

Dia, D. (2001). Cognitive-behavioral therapy with a six-year-old boy with separation anxiety disorder: A case study. Health & Social Work, 26, 125-128.

WEEK #8 (Monday 10/13 and Tuesday 10/14) Theoretical Models - Cognitive Therapy; techniques for intervention; termination and follow-up

Guest Speaker

Readings : Beck, A. - chapters 6,7, and 8 (* if you have time, I also recommend reading chapter 12)

MODULE FIVE: BEHAVIORAL THERAPY

WEEK #9 (Monday 10/20 and Tuesday 10/21) Theoretical Models - Behavioral Therapy; the behavioral model, Principles of behavioral therapy, Worker-client relationship, Structure of therapy, Assessment, Setting Goals, Intervention strategies, Termination, Treatments outcomes

WebQuest: Behavioral Therapy Due

Readings: to be announced

MODULE SIX: FEMINIST THEORY

WEEK #10 (Monday 10/27 and Tuesday 10/28) Theoretical Models - Feminist Theory; a feminist critique; a feminist approach to practice

****MIDTERM ASSIGNMENT DUE****

WebQuest: Feminist Theory Due

Video - “Feminist Therapy with Dr. Laura Brown”

Video – “Girl Interrupted”

Readings: Nes, J. & Iadicola, P. (1989). Toward a definition of feminist Social Work: A comparison of liberal, radical, and socialist models. Social Work, Jan., 12-21.

Lundy, M. (1993). Explicitness: the unspoken mandate in feminist social work. Affilia, 8, 184-199.

Walters et al. (1988). Toward a feminist perspective in family therapy. The invisible web. New York: Guilford Press.

Hooks, B. (1984). Black women: Shaping feminist theory. Feminist theory from margin to center. Boston; South End Press.

Atwood, N.C. (2001). Gender bias in families and its clinical implications for women. Social Work, 46, 23-35.

MODULE SEVEN: BRIEF THERAPIES

WEEK #11 (Monday 11/3 and Tuesday 11/4) Theoretical Models - Brief Therapies; overview, Crisis Intervention, Problem-Solving

WebQuest: Brief Therapies Due

Guest Speaker

Video - “Treating Time Effectively” (50 minutes)

Readings: Wells, R. (1994). Short-term treatment: Overview and evidence. In R. Wells (ed.).

Planned short-term therapy. NY: Free Press, pp. 1-20.

Ell, K. (1996). Crisis theory and social work practice. In F. Turner (ed.). Social work treatment. New York: The Free press, pp. 168-190.

Weiss & Parish (1989). Culturally appropriate crisis counseling: Adapting an American method for use with Indochinese refugees. Social Work, 34, 252-254.

Myer & Hanna. Working in hospital emergency departments: guidelines for crisis intervention workers. In A. Rhodes (ed). Crisis Management & Brief Treatment: Theory, techniques, and applications., pp. 37-59. Chicago: Nelson-Hall

Turner & Jaco (1996). Problem-solving theory and social work treatment. In F. Turner (ed.). Social work treatment. New York: The Free press, pp. 503-522.

WEEK #12 (Monday 11/10 and Tuesday 11/11) Theoretical Models - Brief Therapies continued (Task Centered and Solution-Focused)

Video - "I'd Hear Laughter" Solution-Focused Therapy with Kim Soo Berg

Video – Brief Therapy: Constructing Solutions

Readings: Reid, W. (1996). Task-centered social work. In F. Turner (ed.). Social work treatment. New York: The Free press, pp. 617-640.

DeSahzar et al. (1986). Brief therapy: Focused solution development. Family Process, 25, 207-221.

STUDENT PRESENTATIONS

WEEK #13 (Monday 11/17 and Tuesday 11/18) Case Studies - Student Presentations

****Final Papers Due****

WEEK #14 (Monday 11/24 and Tuesday 11/25) Case Studies – Student Presentations, Course Evaluations

Week#15 (Monday 12/1 and Tuesday 12/2) Case Studies - Student Presentations

ASSIGNMENT

In this paper you are to utilize a case from field or other practice experience and to examine this case from 1 of the theoretical perspectives we have discussed so far in class. You may choose between the feminist, cognitive, or psychodynamic models.

1. Briefly describe the case (about 1 page).
2. State which model you will use to conceptualize the case/problem situation and the **reasons** you have chosen this model - what about this model do you think will be especially helpful to you in conceptualizing this case? (1-2 paragraphs)
3. Describe the model you have chosen, i.e. what are its major concepts (describe the concepts, do not just list them) - you will need references for this section
4. Describe how your client's problem would be conceptualized using your chosen model - i.e., conduct an assessment focusing on those areas indicated by the model's theoretical orientation. Give examples to demonstrate. *For example:* if you chose CBT as your model you would need to examine your client's cognitions, his/her underlying assumptions, and the feelings/behaviors that these lead to. What types of cognitive distortions is your client making? Give an example of these. What are the client's underlying assumptions? Give examples. How are these related to the client's feelings/behaviors?
5. Discuss any ethical dilemmas that were present in your work with your client up through the assessment phase related to elements of your client's situation, your work environment or the application of your chosen model to the assessment of this client. If you were to apply your chosen model to treatment with your client, do you foresee any ethical conflicts that might arise? If no ethical dilemmas were present and/or after thoughtful consideration you cannot foresee any ethical conflict that may be present in the application of the treatment to the client, *you must state this clearly.*
6. Discuss what you found to be the strengths and limitations of this model in helping you to understand and assess the client and his/her situation. (1-2 paragraphs)

In using case material, permission should be obtained from your field instructor. Also be sure to maintain confidentiality by disguising information that would identify the client and agency.

Grades will be based on the clarity with which you are able to describe and apply the chosen models to your case, the depth of your analysis, and the quality of your writing (i.e. organization, clarity, spelling, and grammar).

Papers must be typed, double-spaced

Length Maximum: 7 pages (excluding references)

Use APA (4th edition) style

Papers that are turned in late without prior approval of the instructor will not be accepted

FINAL ASSIGNMENT

As a clinical social worker, there is a body of knowledge and a range of skills that you are expected to have in order to engage in responsible and effective practice. The following assignment is intended to help you to continue to develop this knowledge and skill.

Select a clinical problem (or a problem in living) about which you would like to develop some expertise as a clinical social worker. This expertise should reflect itself in knowledge of the nature of the problem, characteristics of the problem, the impact of the problem (i.e. biopsychosocial factors) and ethical considerations that should be taken when treating clients with this problem. Then decide on a practice model that you will use in order to conceptualize the case, complete an assessment, and plan intervention strategies. You must use one of the models discussed in class. You may also use an integrated model (i.e. combine 2 of the practices models discussed in class). However, if you do so, you must clearly state which models you are using and your rationale for combining these particular models for use with the identified clinical problem.

With your group members research the problem and discuss appropriate interventions with individuals with this problem.. Find a case vignette around which you can discuss the above components of the treatment process. In other words, develop an assessment and a treatment plan, decide on techniques to be used and why (i.e. what are you hoping to accomplish with each technique). Finally, present a plan for evaluation of outcomes.

This work will result in a final presentation by your group to the class.

Objectives of this assignment - students should:

1. Demonstrate a thorough knowledge of the selected problem and ethical considerations in the treatment of clients with this type of problem/situation
2. Demonstrate a thorough understanding of the practice model and an ability to *apply* practice theory to assessment, goal development and development of intervention strategies
3. Demonstrate an ability to creatively apply elements of the treatment process to work with clients with this problem
4. Demonstrate evidence of familiarity with the literature
5. Present a plan for outcome evaluation

For your group presentation

1. Spend a short period of time (about 5 minutes) describing the clinical problem or problem in living
2. Clearly state which practice model(s) you will be using and why
3. *Briefly* present the case to the class
4. Demonstrate assessment and intervention techniques - be creative! You may use live

role-plays, videotaped role-plays, present the case at a mock staff meeting, etc. You may also use overheads, posters, power point whatever you think will help you *clearly* present the material in an *engaging* manner. You will have 45 minutes for your presentation - this is to include about 5 minutes for question/answer and discussion period

5. Use **hand-outs** to highlight the main aspects of your presentation

NOTE:

1. You may use one of your field practice cases for this assignment in lieu of a “canned” case situation
2. On week #7 your group is to turn in to the instructor a **brief** description of your presentation including who will be responsible for which aspects and how you are thinking of presenting this material to the class
3. Your work should be a collaborative effort - should be well integrated and demonstrate a sense of continuity or wholeness. Work that gives evidence of having been pieced together will not be viewed positively
4. Presentations will be graded based upon the degree to which the above objectives have been met. Presentation grades will also be based upon the creativity used to convey ideas/demonstrate techniques. **Presentations that are dry and uncreative or that consist of group members reading to the class from their notes will be marked down by ½ to 1 full letter grade**. Group members should not read from their notes. Use of overheads, flip charts, etc. and a thorough knowledge of your own material should eliminate the need to read from notes.

GRADING: The group will receive a grade for the overall presentation. Each group member will receive an individual grade for his or her contribution to the presentation project. Each student’s final grade for the presentation will be calculated by averaging their group and their individual grades.

Group Presentation Evaluation

The degree to which the group presentation fulfilled the following objectives:

1= poor 2=fair 3=adequate 4=well 5=excellent

1. Succinct and clear discussion of the nature of the clinical problem/problem in living

1 2 3 4 5

2. Succinct and clear discussion of ethical considerations in the treatment of clients with this type of problem/situation

1 2 3 4 5

3. Clear statement of and rationale for using the clinical model(s) used given the nature of the problem

1 2 3 4 5

4. Succinct and clear case presentation

1 2 3 4 5

5. Application of clinical model(s) to assessment

1 2 3 4 5

6. Application of clinical model(s) to goal development and intervention strategies

1 2 3 4 5

7. Evidence of planning and coordination among group members

1 2 3 4 5

8. Presentation carried out in a creative and engaging manner

1 2 3 4 5

SW 521: Bibliography

Cipriano, L.A. (1991). Psychoanalytic perspectives on substance abuse: implications for treatment, program planning and social policy. Social Work in Health Care. 15(3): 9-46.

Gilbar, O. (1991). Model for crisis intervention through group therapy for women with breast cancer. Clinical Social Work Journal. 19(3): 293-304.

Lorber, J. (1994). Paradoxes of gender. New Haven: Yale University Press.

McCarthy, B.W. (1998). Treatment of incest families: A cognitive-behavioral model. Journal of Sex Education & Therapy, 16(2), 101-114.

Michelson, L., Marchione, K., Greenwald, M., Glanz, L., Testa, S., Marchione, N. (1990). Panic disorder: Cognitive-behavioral treatment. Behaviour Research and Therapy. 28(2): 141-52.

Newhill, C.E. (1993). Short-term treatment of a severely suicidal Japanese American client with schizoaffective disorder. Families in Society, 74(8): 503-507.

Peveler, R.C. & Fiarburn, C.G. (1989). Anorexia nervosa in association with diabetes mellitus—a cognitive-behavioral approach to treatment. Behaviour Research and Therapy. 27(1), 95-99.

Reinecke, M., Dattilio, F., & Freeman, A (1996). Cognitive therapy with children and adolescents.

New York: Guilford Press.

Scharlach, A.E. (1985). Social group work with institutionalized elders: A task-centered approach. Social Work with Groups. 8(3): 33-47.