

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW521 - Clinical Social Work Practice with Individuals

Course Outline

Fall 2006

Tuesdays: 1:30-4:30

Instructor: Sarah Hamil, LCSW, RPT, ATR-BC

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Academic Calendar for Fall Semester 2006

Classes Begin, Wednesday, August 23rd

Labor Day (No classes), Monday, September 4th

Fall Break (No classes), Thursday-Friday, October 12-13

Thanksgiving Break (No classes), Thursday-Friday, November 23-24

Classes End, Tuesday, December 5th

Required Texts

Cooper, M. & Lesser, J. (2002). Clinical social work practice: An integrated approach. Massachusetts: Allyn & Bacon.

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

Required Reading: (select one of the following)

Vaughn, S. C. (1998). The talking cure: Why traditional talking therapy offers a better chance for long-term relief than any drug. New York: Owl Books.

Yalom, I. D, (2002). The gift of therapy: An open letter to a new generation of therapist and their patients. New York: HarperCollins Publishers.

Reference Selections on Reserve in the Library:

Brick, J. & Erickson, C. (1998). Drugs, the brain, and behavior: The pharmacology of abuse and dependence. Binghamton, NY: The Haworth Medical Press, Inc.

Jamison, Day R. (1996). An unquiet mind: A memoir of moods and madness. New York: Vintage Books.

LeDoux, Joseph. (1996). The emotional brain: The mysterious underpinnings of emotional life. New York: Touchstone.

Miller, A. (1997). The drama of the gifted child: The search for the true self. New York: Basic Books.

Miller, A. (1991). The untouched key: Tracing childhood trauma in creativity and destructiveness. New York: Anchor Books.

Pinel, John, P.J. (1998). A Colorful introduction to the anatomy of the human brain: a brain and psychology coloring book. Needham Heights, MA: Allyn & Bacon.

Course Requirements/Grading

Journal of Practice with Individuals	10 points
Participation in Ethical Dilemma Discussions	10 points
Group Project	20 points
Clinical Evaluation and Assessment	10 points
Midterm Paper	20 points
Project/Presentation	30 points

Assignment of Final Grades

A	92-100 points (indicates superior performance)
B+	87-91 points (indicates better than satisfactory performance)
B	82-86 points (indicates satisfactory performance)
C+	77-81 points (indicates less than satisfactory performance)
C	70-76 points (indicates performance well below grad. school standard)

Course Requirements

Journal of Practice with Individuals

The student will maintain a Practice Journal (preferably a binder that will accommodate weekly inserts). Each week the instructor will provide the student with a topic or question that will require a written response. The topics will be relevant to Clinical Practice with Individuals and will include ethical dilemmas, practice applications (methods), and practice tools (interventions). Dates for Journals to be submitted will be announced.

Participation in Ethical Dilemma Discussions

-Punctual weekly attendance is expected of all graduate students.

A portion of 5 class periods will be devoted to an Ethical Dilemma Discussion relevant to Clinical Practice with Individuals. Points (0-2) will be given based upon the extent that the student is present and makes meaningful contributions during in-class discussion and in the Journal entry.

Group Project

The group will select an individual from current events, history, film or literature. The individual will be evaluated and assessed by the group. The group will present their psychosocial assessment to the class and make appropriate clinical recommendations integrating one or more applicable theories from the texts. Specific group project requirements will be provided during the first class session.

Clinical Evaluation and Assessment

Skills in clinical evaluation and assessment are critical for practitioners working with individuals. The needs and strengths of the individual will be assessed by the student and be submitted to the instructor in the form of a professional evaluation. The instructor will assist the students in selecting an evaluation format and in choosing an individual case for assessment. Protecting confidentiality and ethical considerations will be discussed.

Midterm Paper

Using a case study from your practice placement, you will establish a therapeutic approach and design a treatment plan for the individual. This will include therapeutic goals and objectives as well as appropriate interventions. The student will **select one of the required supplemental books to read**, and write the paper based upon integrating the approaches described in the book with the perspectives from the course texts. You will compare and contrast your experience of the case with the information gained from the readings. Specific

content and paper requirements will be provided to the student in the second class session. Again, confidentiality will be respected and the student will be mindful of ethical considerations.

Project/Presentation

The project will be done individually and will include researching a current clinical approach in relation to a specific population. This assignment will be designed as a professional presentation (30-45 minutes). The student will educate the class about the identified problem or population (Mood Disorders, PTSD, Anxiety, Alcohol or Drug Abuse, Child Abuse, Domestic Violence, etc.), by providing basic information about the identified issue, demonstrating relevant assessment tools, and distributing fact sheets or handouts. ***The student will select a treatment approach and educate the class about the theoretical basis and related methodology. The student will demonstrate an integrated understanding of how methods and theories impact Clinical Social Work Practice with Individuals.***

Students will complete a brief but comprehensive literature review and ***fully explore the issue and the selected approach.*** Students will turn in a typed outline and bibliography two weeks prior to the presentation date. Further details and specific directives will be provided during the first class session.

- **The project grade will be separated into two components :**

Outline/Bibliography 25%
Presentation 75%

Weekly Course Outline

August 29

Week #1

Introduction to the Course
Review of Course Requirements
Introduction to Practice Theories
Ethics and Clinical Practice
Current Trends: Brief Therapy, Managed Care

- Assignment: Read and be familiar with the NASW Code of Ethics.
<http://www.soicalworkers.org/pubs/code/default.asp>
- Readings: Cooper and Lesser Text -Chapters 1, 2 & 3
Dumont and Corsini Text -Chapter 1

September 5

Week #2

The Clinical Interview and The Psychosocial Study
Review of Ecological Model/Strengths Perspective
Clinical Assessment and Evaluation of Client Needs/Strengths
Cross-cultural Practice and Culturally Competent Practice

Discussion of Student in Practice Setting
-Supervision, Client Confidentiality

Inform instructor of selected reading for Midterm Paper

- Assignment: Bring an assessment tool from your practice setting to next class.
- Readings: Cooper and Lesser Text -Chapters 4 & 5
Dumont and Corsini Text -Chapter 4
Selected Reading for Midterm Paper

September 12

Week #3

Assessment and Evaluation of Individuals
 -Review and Discussion of Assessment Tools

Perspectives in Clinical Practice (Approaches and Application)
 The Psychodynamic Model
 -Object Relations Theory, Self Psychology, Psychology of Women

- Assignment: Prepare group project.
 Begin Clinical Evaluation and Assessment of Case
- Readings: Cooper and Lesser Text -Chapters 6, 7, & 8
 Corsini Text –Chapter 5
 Selected Reading

Dumont and

September 19

Week #4

Group Projects

Perspectives in Clinical Practice (Approaches and Application)
 The Structural Approach
 -Cognitive Theory, Behavior Therapy

Get instructor and supervisor approval for assessment case and evaluation tool

- Assignment: Clinical Evaluation and Assessment of Case
- Readings: Cooper and Lesser Text -Chapters 9 & 10
 Dumont and Corsini Text –Chapters 3 & 7
 Selected Reading

September 26

Week #5

To be Announced**October 3**

Week #6

Group Projects

Perspectives (continued)
 Postmodern Approaches
 -Narrative Therapy, Art Therapy, Solution Focused Therapy

- Assignment: Clinical Evaluation and Assessment of Case
 Integrate Reading and Evaluation of Case into format for Midterm Paper
- Readings: Cooper and Lesser -Chapters 11 & 12
 Dumont and Corsini Text –Chapter 6
 Finish Selected Reading

October 10

Week #7

Clinical Evaluations and Assessment of Case Due

Practice with Children and Adolescents
 Play Therapy, Creative Arts Therapies

- Assignment: Midterm paper due next week.
- Readings: Cooper and Lesser -Chapter 13

October 17
Week #8

Midterm Paper Due

Practice with Children and Adolescents (cont.)
Practice with Special Populations

- Assignment: Presenters for 10/31 will e-mail instructor outline and bibliography.
- Readings: Cooper and Lesser, -Chapter 14
Selected Readings

October 24
Week #9

Integrating Research and Practice
Methods, Practice Evaluation, Interventions

The Use of Self in Clinical Practice
Termination: Clinician and Client
Follow-up Care, Client Education and Resources

- Assignment: Presenters for 11/07 will e-mail instructor outline and bibliography.

October 31
Week #10

Presentations

Ethics: Cultural Sensitivity

- Assignment: Presenters for 11/14 will e-mail instructor outline and bibliography.

November 7
Week #11

Presentations

Ethics: Confidentiality

- Assignment: Presenters for 11/21 will e-mail instructor outline and bibliography.

November 14
Week #12

Presentations

Ethics: HIPPA

- Assignment: Presenters for 11/28 will e-mail instructor outline and bibliography

November 21
Week #13

Presentations

Ethics: Children and Adolescents

November 28

Week #14

Presentations

Ethics: Colleagues and the Work Environment

December 5

Week #15

Coping with Job Stress

Vicarious Traumatization, Professional Burnout

Strategies for Coping with Stress