

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

SW521 - Clinical Social Work Practice with Individuals
Course Outline
Fall 2007



Mental health problems do not affect three or four out of every five persons, but one out of one. ~William Menninger

Anybody who is 25 or 30 years old has physical scars from all sorts of things, from tuberculosis to polio. It's the same with the mind. ~Moses R. Kaufman

Professor: David A. Dia, Ph.D., LCSW

Contact: 448-4431

ddia@utk.edu

Room: E612 By appointment

Day: Mondays, 9:00a.m-12:00pm

Office Hours: Monday 12:30-2:30pm

Tuesday 12:30-2:30pm

Required Text: Corsini, R. J., & Wedding, D. (2008). *Current psychotherapies* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

Course Requirements/Grading:

| | |
|---------------------|-----------|
| Class Participation | 20% |
| Attendance | See below |
| Midterm Exam | 20% |
| On-line Discussion | 10% |
| Presentation | 30% |
| Final Exam | 20% |

Description of Course Requirements:

Class Participation and Attendance

In order for the class to be more dynamic and meaningful to all students, class attendance and participation is expected. This also includes keeping your cell turned off and not checking or sending text messages during class. Please wait for the break. We will frequently utilize role-plays to practice skills and techniques. If you must miss a class, you are responsible for obtaining the material missed from a classmate. It is expected that you will not have to miss more than one class during the semester. Grading for class participation and attendance is as follows:

- 1) At the end of each class, each student will complete a self-rating sheet based on their class participation. This will be the basis of the class participation grade. **Frequent** interaction in class discussions, as evidenced by asking questions, offering alternative view points, participating in role plays, and integrating information from the book will earn the student full credit towards the 20% participation grade. If there are discrepancies between my view and the student's self-reports, these will be discussed on an individual basis.
- 2) For each additional class missed over one, your final grade is reduced by 5%. (e.g., A student who has earned a final class grade of 90%, but missed two classes, the final grade is reduced to 85%).

Midterm and Final Examination

The midterm exam will be an in-class examination focusing on the material covered up to October 15. The final examination will also be in-class covering the whole semester. Both examinations will include multiple choice and short answer type questions.

On-line Discussion

Students will be asked to read Hung-Tat & Fung (2000) before October 29. On October 29, during normal class hours, students are to have a discussion on Blackboard regarding the article. Students are to 1) respond to the question posed and 2) respond to two other students' comments. Stating, "I agree with Sally" is not an appropriate response. I am looking for you to build on the other students' answers or state a different opinion and support why you are taking that particular viewpoint (FYI -- using theory would be an excellent way to support your answer).

Presentation

Students will be divided into 4 groups of 5. Each group will have one class period to present their theory. Student groups will be evaluated on how well they present: 1) the content of the theory and 2) how well they critically analyze the theory (see below -- Adapted from Mumm & Kersting, 1997). Please use PowerPoint and present the slides to me the Friday before the class you are to present, so that I have time to put the slides on Blackboard for everyone.

I. Historical Perspective

- Flexner example regarding the importance of historical context

II. Assumptions

- How does this theory view the client?
- How does it view human nature?
- How does it define the role of the social worker and the client?
- What does it assume about the change process?
- What does it prescribe for helping clients change?

III. Logical Flaws

- Are the theory's assumptions logical?
- Do they contradict those of other theories?
- How do they fit with the mission of social work?
- Are there errors in reasoning (relying on testimonials, accepting vague arguments, relying on newness or tradition, accepting uncritical documentation, focusing only on success)?

IV. Usefulness in Practice

- How could you use this theory in your own practice?
- Any research on the theory (randomized controlled trial, meta-analysis, and systematic reviews)?
- If so, what populations (e.g., different ethnic groups, children/adults, males/females, SES), for what problems, etc?

V. Strengths and Weaknesses

- Use the instrument in class to evaluate the theory.

VI. Practice Dilemma

- For the final portion of the presentation, I will present your group with a practice dilemma. This is an opportunity for your group to shine to demonstrate your knowledge of the theory.

Assignment of Final Grades

A 92-100 (indicates superior performance)

B+ 87-91 (indicates better than satisfactory performance)

B 82-86 (indicates satisfactory performance)

C+ 77-81 (indicates less than satisfactory performance)

C 70-76 (indicates performance well below graduate school standard)

Date Topic Readings

| | | |
|--------------|--|--|
| August 27 | Introduction to class • Therapeutic Relationship • Critical Thinking • Theory | Chapter 1 |
| September 3 | Labor Day – No Class | |
| September 10 | Psychoanalysis | Chapter 2 |
| September 17 | Client Centered Therapy | Chapter 5 |
| September 24 | Behavioral Therapy | Chapter 7 |
| October 1 | Family Therapy | Chapter 12 |
| October 8 | Suicide Assessment Violence Assessment | APA Practice Guidelines for the Assessment and Treatment of Patients with Suicidal Behaviors ¹ Patrasso (2005) ¹ and Reddy et al. (2001) ¹ |
| October 15 | Malpractice/Ethics | Chapter 15 NASW Code of Ethics ² Reamer (2000) ¹ and Reamer (2005) ¹ |
| October 22 | Mid-term Examination | |
| October 29 | On-line Class | Be prepared to comment on the Hung-Tat & Fung (2000) article Work on presentation |
| November 5 | No class | Work on presentation |
| November 12 | Student Presentations | |
| November 19 | Student Presentations | |
| November 26 | Student Presentations | |
| December 3 | Student Presentations | |
| December 14 | Final Exam | |

¹ Full citation for the articles is in reference list. Articles are located on Blackboard.

² A hyperlink to this information is located on Blackboard.

It is important to me that all students have the opportunity to learn the information covered in this class and to receive the good grades they deserve. To this end, if you are having difficulty with this course, please make an appointment to meet with me.

Selected References

- American Psychiatric Association. (2003). Practice guidelines for the assessment and treatment of patients with suicidal behaviors. Washington, DC: Author.
- Beck, J. (1995). Cognitive therapy: Basics and beyond. New York: Guildford Press.
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- Creed, T. A., & Kendall, P. C. (2005). Therapist alliance-building behavior within a cognitive-behavioral treatment for anxiety in youth. *Journal of Consulting and Clinical Psychology, 73*, 498-505.
- Dolgoff, R., Loewenberg, F. M., & Harrington, D. (2005). Ethical decisions for social work practice (7th ed.). Belmont, CA: Brooks Cole.
- Hung-Tat, L., & Fung, K. P. (2000). Culturally competent psychotherapy. *Canadian Journal of Psychiatry, 48*, 161-170.
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- Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: Guilford Press.
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- Patrasso, C. J. (2005). Questions in the evaluation for threat assessment in schools. *The Forensic Examiner, 14*, 6-12.
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- Roseborough, D. J. (2006). Psychodynamic psychotherapy: An effectiveness study. *Research on Social Work Practice, 16*, 166-175.
- Turner, F. (Ed.). (1996). *Social work treatment* (4th ed.). New York: The Free Press.
- Twemlow, S. W., Fonagy, P., Sacco, F., O'Toole, M.E., Vernberg, E. (2002). Premeditated mass shootings in schools: Threat assessment. *Journal of the American Academy of Child and Adolescent Psychiatry, 41*, 475-477.