

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 521 Clinical Social Work Practice with Individuals

Course Outline

Fall, 2007

Thursday Night Section

Instructor: Sheryl Margolis MSSW LCSW

Contact: 579-6000 (office)

MargolisSheryl@aol.com

Class Time: Thursdays 5:30-8:20

Office Hours: By Appointment

Required Texts

Leahy, R. and Holland, S. (2000) Treatment Plans and Interventions for Depression and Anxiety Disorders. New York: The Guilford Press

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 attendance (because we will be doing many in class exercises), quizzes, a final paper, and a presentation to the class. The course grade will be computed as follows:

Quizzes: 20%

Attendance: 10%

Final Paper: 35%

Final Presentation: 35%

If you are absent for a quiz, and do not have a doctor's note, you will receive a grade of 0. NO exceptions.

COURSE OUTLINE

WEEK #1

8/23

Introduction to the Course. What makes us social workers?
The evolution of knowledge, Clinical Interviewing Skills.

WEEK #2

8/30

Feminist Theory, A feminist approach to practice, the feminist critique

- Readings: Lundy, M. (1993). Explicitness: the unspoken mandate in feminist social work. Affilia, 8, 184-199.
- 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
- WEEK #3**
9/6 Theoretical Models - Feminist Theory continued; Introduction to ego psychology and the Psychodynamic Model (theoretical background, key concepts)
- Readings: Goldstein - chapters 3,4 & 5
- WEEK #4**
9/13 Theoretical Models - Psychodynamic; key concepts Continued; worker/client relationship, assessment.
- Readings: Goldstein – chapters 7&9
- WEEK #5**
9/20 Theoretical Models – newer psychodynamic models, Interpersonal Therapy
Quiz – Psychodynamic theory
Video – “Feminist Therapy with Dr. Laura Brown”
- Readings: Teyber,E.(2006) Interpersonal Process in Therapy –An Integrative Model Fifth edition, California: Thomson Brooks/Cole. Chapters 2,3, and 8
- WEEK #6**
9/27 Theoretical Models – CBT Introduction to Cognitive Behavioral Therapy, treating Depression
- Readings: Leahy and Holland, Chapter 2
- Dia, D. (2001). Cognitive-behavioral therapy with a six-year-boy with separation anxiety disorder: A case study. Health and Social Work, 26, 125-128.
- WEEK #7**
10/4 Cognitive Behavioral Therapy cont., treating Panic Disorder And Agoraphobia
- Video* “Treating Panic Disorder”

Readings: Leahy and Holland, Chapter 3

WEEK #8 NO CLASS FALL BREAK
10/11

WEEK #9
10/18 Cognitive Behavioral Therapy, Generalized Anxiety Disorder

Video “Constructivist Cognitive-Behavioral Therapy”
Quiz – Cognitive Behavioral Therapy

Readings: Leahy and Holland, Chapter 4

WEEK #10
10/25 Treating Psychological Trauma

Readings: Leahy and Holland, Chapter 6

WEEK#11
11/1 **CLIENT ASSESSMENT PAPER DUE !!!!!!!**
Brief Therapy, Brief therapies overview, crisis intervention

10/30 *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

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

Additional Reading provided by instructor

WEEK #12
11/8 Theoretical Models - Brief Therapies continued
Solution Focused Therapy

Video “I hear laughter, Solution focused therapy
Wih Kim Soo Berg”

Readings: DeSahzar et al. (1986). Brief therapy: Focused solution

Development. Family Process, 25, 207-221
Greene, Lee, Trask, & Rheinscheld (2000), How to work
With client's strengths in crisis intervention: a solution
Focused approach. In A.R. Roberts (ED). Crisis
Intervention Handbook: Assessment, Treatment and
research pp. 31-55

Lee M.Y., Uken,A.,&Sebold, J.(2004). Accountability for
Change: Solution-focused treatment with domestic violence
Violence offenders. Families in Society, 85 (4), 463-4766

De Jong & Kim Berg (2001). Co-constructing cooperation
with mandated clients. Social work, 46 (4) 361-372

Week #13
11/15

Comparing and contrasting theories, Integrating theories.
Student Presentations.

WEEK #14
11/22

NO CLASS THANKSGIVING BREAK

WEEK#15
11/29

Student Presentations.

LAST CLASS!

WRITTEN ASSIGNMENT - CLIENT ASSESSMENT

Your paper should be 10-12 pages and include references. You must follow the guidelines below:

SECTION 1

- A. Overview of psychodynamic theory (1 page)
- B. Psychodynamic social work assessment (2 pages)
 - a. CLIENT IDENTIFICATION (DISGUISED)
 - b. PRESENTING PROBLEM
 - c. CURRENT SITUATION
 - d. RELEVANT HISTORY
 - e. EGO STRENGTHS/ LIMITATIONS
 - f. FAMILY AND ENVIRONMENTAL SUPPORTS/LIMITATIONS
 - g. DYNAMIC FORMULATION (HYPOTHESIS)

- C. Summarize potential psychodynamic treatment strategies (use examples) (1-2 paragraphs)
- D. Consider any ethical dilemmas that you have or may encounter. If there are none you must clearly state this. (1-2 paragraphs)
- E. Discuss the limitations and strengths of the model as it relates to your case.

SECTION 2

- A. Overview of Cognitive Behavioral theory (1 page)
- B. Cognitive Behavioral assessment of same client as above. (1-2 pages)
DO NOT REPEAT THE PSYCHODYNAMIC ASSESSMENT!! Do not use the same Outline given for psychodynamic approach. Reformulate the client situation and relevant information utilizing CBT concepts and language. Develop your own presentation outline utilizing CBT concepts taught in class and introduced in your text. Your client assessment must include references to the following:
 - a. Client's automatic thoughts
 - b. Client's underlying beliefs and maladaptive assumptions (client rules)
 - c. The type of cognitive distortions client typically makes with SPECIFIC illustrations
 - d. Client's core beliefs and the childhood antecedents to these core beliefs (or negative schemas)
 - e. maladaptive compensatory behaviors or interpersonal difficulties
- C. Summarize treatment strategies, give examples including homework tasks for client (1 page)
- D. Consider ethical dilemmas (1-2 paragraphs)
- E. Consider the limitations/strengths of the model as it applies to your client (1-2 paragraphs)

SECTION 3

Would a feminist perspective or feminist therapy be useful for your client? If so how? If not, why not? (1-2 paragraphs)

GROUP PRESENTATION

All group presentations will reflect evidence based practice or best practice guidelines. Specific requirements to be handed out in class by instructor.

SW 521: Bibliography

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

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

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

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

Greene, Lee, Trask, & Rheinscheld (2000), How to work With client's strengths in crisis intervention: a solution Focused approach. In A.R. Roberts (ED). Crisis Intervention Handbook: Assessment, Treatment and research pp. 31-55

Leahy,R. and Holland, S. (2000) Treatment Plans and Interventions for Depression and Anxiety Disorders. New York: The Guilford Press

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

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