

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

**SW521 - Clinical Social Work Practice with Individuals**

Course Outline

Fall 2008

**(3 credits)**

Instructor: Sarah Hamil, LCSW, RPT-S, ATR-BC  
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**Academic Calendar for Fall Semester 2008**

Classes Begin - Wednesday, August 20th

Labor Day (No classes) - Monday, September 1st

Fall Break (No classes) - Thursday-Friday, October 9<sup>th</sup> -10th

Thanksgiving Break (No classes) - Thursday-Friday, November 27th -28th

Classes End, Tuesday - December 2nd

**Required Texts**

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

Cooper, M. & Lesser, J. (2008). *Clinical social work practice: An integrated approach* (3<sup>rd</sup> ed.). Massachusetts: Allyn & Bacon.

*-Additional readings may be found in the Course Reserves*

**Course Requirements/Grading**

Attendance	note policy*
Clinical Assessment of Individuals	20 points
Evidence Based Methods	20 points
Ethics Group Panel/Project	10 points
Midterm Exam	20 points
Project/Presentation	30 points

**Assignment of Final Grades**

A	94-100 points (indicates superior performance)
B+	87-93.9 points (indicates better than satisfactory performance)
B	82-86.9 points (indicates satisfactory performance)
C+	77-81.9 points (indicates less than satisfactory performance)
C	70-76.9 points (indicates performance well below grad. school standard)

**\*-Punctual weekly attendance is expected of all graduate students.**

Students must be on time to class, participate in class, and stay for the entire class session. If the student must miss a class, then it is the student's responsibility to obtain all material missed from a classmate. For each class missed over one, the student's final grade is reduced by 5 points (e.g., A student with a final grade of 95/A and 2 absences would earn a 90/B+). Full participation/attending is also expected in on-line assignments and discussion boards. Furthermore, students are required to complete evaluations of student presentations to indicate active engagement and learning.

## Course Requirements

### **Clinical Assessment of Individuals**

Skills in clinical evaluation and assessment are crucial 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 using evidence-based standards. The instructor will assist the students in selecting an evaluation format and in choosing an individual case for assessment.

Assessments must be culturally sensitive and adaptive to a diverse client population. Protecting confidentiality and ethical considerations will be discussed.

### **Evidence Based Practice Methods –Interventions**

After assessing an individual the student will establish an evidence-based intervention using the theories discussed in class as a basis for practice methods. This will include a problem statement, as well as establishing a long term goal and short term objectives to address the problem. The student must clearly identify the theoretical basis and the evidence based practice standard for the method/intervention selected.

### **Ethics Group Panel**

Students will be assigned to a group and participate in panel discussions of an ethical dilemma (to be assigned). The group will submit a written report indicating the ethical dilemma as well as the steps taken to establish an appropriate decision/position on the ethical issue. The group will provide the class with a report regarding the dilemma and how the ethical dilemma was resolved. Evidence of critical thinking strategies and guidelines for ethical decision making must be demonstrated by the group. Students will use the ethical principals and standards of the NASW Code of Ethics as guidance for this assignment.

### **Midterm Exam**

The midterm exam will focus on the material covered through Session 7. This exam will evaluate the student's understanding of clinical practice theories related to evidence-based practice standards, as well as a thorough knowledge of how to utilize the value base of the social work profession (application of social work ethical standards).

### **Project/Presentation**

The project will be completed individually and will include researching a current clinical approach in relation to a specific population. This assignment will be designed as a professional presentation. The student will educate the class about the identified problem or population 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 evidence based methodology. The student will demonstrate an integrated understanding of how evidence based methods and theories impact Clinical Social Work Practice with Individuals.***

Students will complete 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.

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

Outline/Bibliography 25%  
Presentation 75%

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**SW 521/562  
Fall 2008  
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**Session 1** Introduction to the Course & Review of Course Requirements Critical Thinking Skills  
Introduction to Practice Theories  
Introduction to Evidence Based Practice Standards  
Ethics and Clinical Practice  
-*Malpractice Considerations*  
Current Trends: Brief Therapy, Managed Care, HIPPA

***The course calendar and due dates for all course requirements will be discussed in the first session. Readings are to be completed weekly and the instructor will provide additional online readings to support student learning.***

Text Readings

Corsini & Wedding: Read chapter 1 for an introduction into current psychotherapies and read chapter 14 regarding integrative psychotherapies. Also read chapter 15 for a review of the contemporary challenges and controversies social workers face in diverse practice settings.

Cooper & Lesser: Read chapters 1 and 2 for an understanding of the theoretical base for clinical social work practice, as well as an overview of the key issues in clinical practice. Also read chapter 14 to become informed about evidence based practice standards and the integrations of research into social work practice with individuals.

Additional Readings:

Dolgoff, R., Loewenberg, F.M. & Harrington, D. (2005). Guidelines for ethical decision making: The decision-making process and tools. (chapter 4). *Ethical Decisions for Social Work Practice*. Belmont, CA: Thomson Brooks/Cole.

- Assignment: Read and be familiar with the NASW Code of Ethics.  
<http://www.soicalworkers.org>
- Assignment: Mining Report (instructions will be provided in class)

**Session 2** The Clinical Interview and Assessment of Individuals  
Culturally Competent Practice  
Suicide Assessment and Violence Assessment  
Crisis Interventions in SW Practice

Text Readings

Copper & Lesser: Read chapter 3 for an overview of the clinical interview and the process of assessment. Also read chapter 4 regarding the psychosocial study as the product of assessment.

Additional Readings:

DeJong P. & Miller, S.D. (1998). How to interview for client strengths (chapter 1). In E.M. Freeman, C.G. Franklin, R. Fong, G. Shaffer, & E. M. Timberlake (Eds). *Multisystem skills and interventions in school social work practice*. NASW Press.

Ell, K., (1996). Crisis theory and social work practice (chapter 8). In F.J. Turner (Ed.). *Social work treatment*. New York: The Free Press.

**Session 3**                      Psychoanalysis & Historical Perspectives to Clinical Practice  
The Clinical Interview and Assessment of Individuals -continued  
Culturally Competent Practice –continued

Text Readings

Corsini & Wedding: Read chapter 2 for a thorough description of Psychoanalysis.

Cooper & Lesser: Read chapter 5 to become informed about multicultural practice.

Additional Readings:

Goldstein, E. (1996). Ego psychology theory (chapter 9). In F.J.Turner (Ed.). *Social work treatment*. New York: Free Press.

**Session 4**                      Client Centered Therapy  
The Psychodynamic Model  
Object Relations Theory, Self Psychology, Psychology of Women

Text Readings

Corsini & Wedding: Read chapter 5 for an in-depth description of client centered therapy.

Cooper & Lesser: Read chapters 6 and 7 regarding relational psychodynamic models including object relations theory, and self-psychology. Also read chapter 8 to learn the relational theory.

**Session 5**                      Behavioral Therapy  
Cognitive Therapy  
-Ethics panel reports

Text Readings

Corsini & Wedding: Read chapter 7 and 8 regarding behavior and cognitive therapies.

Cooper & Lesser: Read chapters 9 and 10 for an overview of structural approaches including cognitive and behavior therapies.

**Session 6**                      Family Therapy  
Cross-Cultural Social Work Practice  
Persistent Problems in Childhood  
-Ethics panel reports

Text Readings

Corsini & Wedding: Read chapter 12 for an overview of family therapy. Also carefully note specific content regarding diversity and cultural sensitivity.

Cooper & Lesser: Read chapter 13 for an understanding of clinical practice with children and adolescents.

**Session 7**                      Postmodern Approaches, Narrative Therapy  
Solution-Focused Therapy  
-Ethics panel reports

Text Readings

Corsini & Wedding: Read pages 413-414 regarding narrative therapy.

Cooper & Lesser: Read chapters 11 and 12 for a review of postmodern approaches including narrative therapy and solution focused therapy

**Session 8** Midterm: Evaluation of Student Progress

**Session 9** Contemplative Psychotherapies  
Alternative Psychotherapies (Art Therapy, Play Therapy, Drama Therapy,  
Bibliotherapy)

Text Readings

Corsini & Wedding: Read chapter 13 for information about contemplative psychotherapies and review the content in chapter 14 on integrative psychotherapies.

Cooper & Lesser: Review chapter 14 to ensure understanding of integrating research for evidence-based practice.

**Session 10** Service Delivery for Diverse Populations  
Individual Needs and Psychopathology

Text Readings

Corsini & Wedding and Cooper & Lesser: Review relevant content for theoretical perspectives used in evidence based practice standards with diverse populations including gay and lesbian clients, at-risk and vulnerable clients, the elderly, disabled and medically frail clients, and mentally ill clients.

**Session 11** Evidenced Based Practice Methods  
Student Presentations and Peer Evaluations

**Session 12** Evidenced Based Practice Methods  
Student Presentations and Peer Evaluations

**Session 13** Evidenced Based Practice Methods  
Student Presentations and Peer Evaluations

**Session 14** Evidenced Based Practice Methods  
Student Presentations and Peer Evaluations

**Session 15** Vicarious Traumatization, Professional Burnout  
Strategies for Managing Stress & Compassion Fatigue  
Personal and Professional Development