

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 332	Instructor:	D. Springer, Ph.D., LCSW, ACSW
Unique Number:	58220/58225	E-mail:	dwspringer@mail.utexas.edu
Semester:	Spring 1999	Phone:	471-0512
Meeting Time:	<u>Class:</u> Tues. & Thur. 9:30 to 11:00am <u>Labs:</u> Tues. 8:30 to 9:30am and 4:00 to 5:00pm		
Meeting Place:	SSW 2.118	Office Hours:	Tuesdays 11am to 1pm Or by appointment

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

I. COURSE DESCRIPTION

This course builds extensively on content in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills). This second course in the practice area focuses on the integration of theory, methods and skills as they apply to practice with individuals and families. The course provides an in-depth examination of the helping process within the context of an ecosystems/developmental framework. Various methodological approaches and techniques relevant for social work practice with individuals and families are presented, including problem solving and case management. The development of skills in data collection, assessment, and problem identification is also emphasized. Throughout the course, special attention is given to factors affecting diverse population groups, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Prerequisites include admission to the social work major, and PSY304, SW310, SW312, SW313, SW325, and SW327.

II. COURSE OBJECTIVES

By the end of the semester, students will be able to:

1. Demonstrate a beginning level of understanding of the relationship between theory, knowledge and social work practice;
2. Apply major social work theories in the helping process;
3. Demonstrate skill in data collection, problem identification, and assessment that are sensitive to groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin;

4. Select appropriate methods of intervention for specific case situations;
5. Demonstrate an understanding of how research is used to acquire knowledge and to evaluate self in practice with individuals and families;
6. Demonstrate an understanding of social work values, particularly the pursuit of social and economic justice, and their implications for social work practice with individuals and families.

III. TEACHING METHODS

The primary teaching methods will be lectures, discussion, and experiential exercises. Guest lectures, group presentations, and audio-visual presentations will also be utilized.

IV. REQUIRED AND OPTIONAL TEXTS

Required Texts

Hepworth, D. H., Rooney, R. H., & Larsen, J. A. (1997). Direct social work practice: Theory and skills (5th ed.). Pacific Grove, CA: Brooks/Cole.

Lukas, S. (1993). Where to start and what to ask: An assessment handbook. New York, NY: W. W. Norton & Co.

Optional Texts

Napier, A. Y., & Whitaker, C. (1978). The family crucible: The intense experience of family therapy. New York, NY: Harper Perennial.

Saleebey, D. (Ed.) (1997). The strengths perspective in social work practice (2nd ed.). New York, NY: Longman.

V. COURSE REQUIREMENTS

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. The degree to which a student regularly attends the class (and labs) and demonstrates through discussions that one has comprehended the readings will be considered in assigning the final grade. Note: Attendance may be taken randomly both in class and labs.

Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 3 points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date.

Student feedback is welcome. Students are encouraged to provide feedback during office hours and by appointment if they desire.

If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. HOWEVER, FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE!

Special Accommodations for Students with a Disability

In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, I will make myself available to discuss appropriate academic accommodations that you may require as a student with a disability. Students with disabilities who need special accommodations should notify the professor, prior to the end of the first week of class, by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

VI. COURSE ASSIGNMENTS

I. Examinations

There will be three (3) exams given during the course of the semester (see course schedule below for dates). Each exam will be worth 20 points (for a total of 60 points). The exams will be based on readings, discussions, presentations, videos, experiential exercises, and lecture material. The exams will be objective in nature, and may consist of multiple choice, exact choice, true/false, or short essay questions. Make up exams will not be given unless there are unusual extenuating circumstances. The professor reserves the right of final approval of what an unusual extenuating circumstance might comprise.

II. Lab Role Plays

Students in this course are required to enroll in one of two labs associated with this course. Both labs meet on Tuesdays during the course of the semester: one meets from 8:30 to 9:30 am (in SSW 2.122), and the other meets from 4 to 5pm (in SSW 2.118). Students should thus have the time available needed to complete this assignment, as they can use the required lab sessions to do so. This assignment requires that students break up into small groups, which will be done at the beginning of the semester (first or second week of class). There will be three (3) students in each small group. Within their small groups, students will engage in role plays during lab sessions to practice interventions and techniques that are covered and demonstrated in class. It is important for each student to develop his or her own therapeutic style. During each lab, students in a small group will take turns and rotate through three different roles: social worker, client, and observer. Thus, for each set of techniques (e.g., active listening, assessing family systems) that are practiced during a lab session, each student in a small group will assume all three of these roles during that lab session. While assuming the role of the social worker, the student has the opportunity to practice various techniques as discussed in class as they develop their own therapeutic style. The student in the social worker role should record his or her reactions (e.g., thought process, thought content, feelings, etc.) to being the social worker in that role play. The student assuming the client role has the responsibility of portraying a client that one might encounter in the field. The student assuming the observer role has the responsibility of recording his or her impressions, observations and reactions to the role play in the form of constructive feedback. Specifically, the observer's feedback should be directed to the student playing the social worker role to aid that student in his or her professional development. So, each student will end up with two summaries at the end of a lab session: one summary of their experience as the social worker, and one summary from their role as observer. These two summaries together make a "set." Each summary should be typed, and should not exceed one page (so the "set" should not exceed two pages). Students will turn in summaries from five (5) separate lab sessions (see course schedule for dates). Each summary "set" will be worth 4 points (for a total of 20 points). Furthermore, each small group should turn in their summaries together (stapled) on the due dates (listed below). This makes the role plays easier for me to follow.

III. Notebooks

Each student will develop a personalized three-ring notebook. Each section below is to contain at least two (2) outlines/summaries: one from a book and one from a journal or two from journals. Each outline/summary is worth one point (for a total of 20 points). The material in this notebook is to be in outline form or summarized onto one typed page. You may not use your textbooks for this course as a source for this assignment. The idea behind this assignment is that you will be able to add this completed notebook to your professional library for future reference. The sections are as follows:

1. Value or Ethical Issues
2. Assessment with Clients
3. Relationship Building with Clients
4. Goal Setting with Clients
5. Intervention Strategies with Individuals
6. Intervention Strategies with Families
7. Termination with Clients
8. Particular Interest
9. Culturally Competent Practice
10. Women

VII. COURSE GRADING CRITERIA

Examinations	60 points (3 @ 20 points each)
Lab Role Play Critiques	20 points (5 @ 4 points each)
<u>Notebook</u>	<u>20 points</u>
TOTAL	100 points

100 – 90	=	A
89 - 80	=	B
79 - 70	=	C
69 – 60	=	D
59 and below	=	F

Important Dates

February 9	Lab 1
February 11	Test 1
February 16	Lab 1 Summary Due
	Lab 2
February 23	Lab 2 Summary Due
March 2	Lab 3
March 9	Lab 3 Summary Due
March 16 & 18	SPRING BREAK
March 30	Lab 4
April 1	Test 2
April 6	Lab 4 Summary Due
April 13	Notebooks Due
April 20	Lab 5
April 25	Lab 5 Summary Due
April 29	Test 3
May 6	Last Day of Class

VIII. COURSE OUTLINE

Note: H, R & P refers to the Hepworth, Rooney, & Larsen text.

<u>Dates</u>	<u>Topics, Readings and Assignments</u>
1/19 & 1/21	<p><u>Topics</u> Introductions and Class Overview Overview of Syllabus Overview of the Helping Process</p> <p><u>Readings</u> H, R & P: Ch. 3 Lukas: pp. xi-xvi</p>
1/26 & 1/28	<p><u>Topics</u> Social Work Values and Ethics Dealing with Ethical Dilemmas Conducting the First Interview with an Adult</p> <p><u>Readings</u> H, R & P: Ch. 1 & 4 Lukas: Ch. 1</p>
2/2 & 2/4	<p><u>Topics</u> Relationship Building Skills Active Listening</p> <p><u>Readings</u> H, R & P: Ch. 5</p>
2/9 & 2/11	<p><u>Topics</u> Verbal Following, Exploring, and Focusing Skills</p> <p><u>Readings</u> H, R & P: Ch. 6</p> <p>2/9: Lab 1 2/11: Test 1</p>
2/16 & 2/18	<p><u>Topics</u> Healthy Communication Patterns Mental Status Exam (MSE)</p> <p><u>Readings</u> H, R & P: Ch. 7 Lukas: Ch. 2</p> <p>2/16: Lab 1 Summary Due Lab 2</p>

2/23 &
2/25

Topics

Multidimensional Assessment

Readings

H, R & P: Ch. 8

Lukas: Ch. 13

2/23: Lab 2 Summary Due

3/2 &
3/4

Topics

Assessing Intrapersonal and Environmental Systems

Readings

H, R & P: Ch. 9

Lukas: Ch. 12

3/2: Lab 3

3/9 &
3/11

Topics

Assessing Intrapersonal and Environmental Systems (Con't.)

Negotiating Goals and Formulating Contracts

Readings

H, R & P: Ch. 12

Lukas: Ch. 10

3/9: Lab 3 Summary Due

3/16 &
3/18

SPRING BREAK

3/23 &
3/25

Topics

Planning and Implementing Change

Crisis Intervention

Suicidal and Homicidal Clients

Readings

H, R & P: Ch. 13

Lukas: Ch. 8 & 9

3/30 &
4/1

Topics

Assessing Family Functioning

Readings

H, R & P: Ch. 10

Lukas: Ch. 4

3/30: Lab 4

4/1: Test 2

4/6 &
4/8

Topics

Enhancing Couple and Family Relationships

Readings

H, R & P: Ch. 16

Lukas: Ch. 7

4/6: Lab 4 Summary Due

4/13 &
4/15

Topics

Children and Adolescents in Families

Readings

Lukas: Ch. 5 & 6

4/13: Notebooks Due

4/20 &
4/22

Topics

Trauma in Families

Sexual Abuse

Readings

Lukas: Ch. 11

4/20: Lab 5

4/27 &
4/29

Topics

Maintaining the Changes Made with Client and Family Systems

Readings

H, R & P: Ch. 18

4/27: Lab 5 Summary Due

4/29: Test 3

5/4 &
5/6

Topics

Termination

Course Evaluation and Wrap Up

Readings

H, R & P: Ch. 20

Lukas: Ch. 14

BIBLIOGRAPHY

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JOURNALS

Note: This list is by no means exhaustive. It is just a place for you to get started in your search for articles for your notebooks. Those journals marked with an asterisk (*) are available in the LRC. The LRC also has journals that are not on this list.

*Addiction (Formerly British Journal of Addiction)
 *Addictive Behaviors: An International Journal
 *Affilia: The Journal of Women and Social Work
 AIDS and Public Policy Journal
 *Alcoholism: Clinical and Experimental Research
 *Alcohol and Drug Education
 *Alcohol Health and Research World
 *American Journal of Art Therapy
 *American Journal of Drug and Alcohol Abuse
 *American Journal of Psychiatry
 American Journal of Psychotherapy
 *Art Therapy Journal
 Behavioral Assessment
 Behavior Therapy
 *Child Abuse and Neglect: The International Journal
 *Child and Adolescent Social Work Journal
 Child and Family Behavior Therapy
 Child Psychiatry and Human Development
 *Child Welfare
 Child and Youth Services
 Children and Society
 *Clinical Social Work Journal
 Cognitive Therapy and Research
 Community Mental Health Journal
 Crisis: International Journal of Suicide and Crisis Studies
 *Crisis Intervention and Time Limited Treatment
 Death Studies
 Explorations in Ethnic Studies
 Family Process
 *Families in Society (Formerly Social Casework)
 *Family Social Work Journal
 *Gay and Lesbian Social Services
 Groupwork
 *Health and Social Work
 *Hispanic Journal of Behavioral Sciences
 *Hospice Journal
 *Hospital and Community Psychiatry (Now Journal of Psychiatric Services)
 Indian Journal of Social Work
 *International Journal of the Addictions (Discontinued)
 International Journal of Group Psychotherapy

International Journal of Mental Health
*International Social Work
Journal of Abnormal Psychology
*Journal of African American Males
Journal of Aging Studies
*Journal of Black Psychology
Journal of Child Psychology and Psychiatry and Allied Disciplines
Journal of Consulting and Clinical Psychology
Journal of Counseling Psychology
*Journal of Drug Issues
Journal of Family Issues
Journal of Family Psychology
*Journal of Family Violence
Journal of Gay and Lesbian Psychotherapy
*Journal of Gerontological Social Work
Journal of Homosexuality
*Journal of Interpersonal Violence
Journal of Jewish Communal Service
*Journal of Marital and Family Therapy
*Journal of Multicultural Social Work
*Journal of Offender Counseling, Services & Rehabilitation
Journal of Poetry Therapy
Journal of Psychotherapy and the Family
Journal of Social Work and Human Sexuality
*Journal of Studies on Alcohol
*Journal of Substance Abuse Treatment
Journal of Traumatic Stress
*Journal of Women and Aging
Journal of Youth and Adolescence
Psychotherapy
*Research on Social Work Practice
Residential Treatment for Children and Youth
*Social Casework (Now Families in Society)
*Social Work
*Social Work in Health Care
*Social Work Research (Formerly Social Work Research and Abstracts)
*Social Work with Groups
The American Journal of Drug and Alcohol Abuse
*The Gerontologist
The Journal of Crisis Intervention
Women and Therapy