

**INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK**

S643 Social Work Practice III: Individuals (3 credits)

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Semester: Fall, 2000

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I. Seminar Rationale & Description

MSW level social workers in interpersonal (clinical) practice serve various professional functions in a variety of practice settings. They may serve as counselors or therapists, case managers, advocates, educators, caseworkers, crisis workers, or information and referral specialists, to name just a few. In relation to the other interpersonal (clinical) practice courses, this seminar provides learners concentrating in interpersonal (clinical) practice with opportunities to develop and refine the competence for effective analysis, synthesis, and evaluation of various theories and aspects of interpersonal (clinical) social work practice with (and for) individuals. A central focus of this seminar is an analysis of several theories of practice with (and for) individuals. This seminar enables learners to develop a framework for evaluation of practice theories, become familiar with a selected range of practice theories, and consider strategies for the development and validation of practice theories. The strengths perspective is viewed as a guiding model -- a lens through which to understand and evaluate other theoretical approaches.

This seminar, in conjunction with field practicum, also provides learners with advanced practice knowledge and skills for work with and on behalf of individuals across a variety of social work settings and fields of practice. Learners examine how assessment and treatment principles derived from social work practice theories are used in work with (and for) individuals of diverse characteristics with a wide range of bio-psycho-social problems or conditions. Learners also examine the research base for prevention and treatment of selected bio-psycho-social problems (e.g. substance abuse or addiction, mental illness, physical illness, violent behavior). Consideration is also given to social, psychological, legal, and ethical factors that influence social work practice with (and for) individuals. This seminar is designed to provide, in concert with the practicum, the advanced level of knowledge and skill required to provide ethical, and competent practice in social work with (and for) individuals.

This is one of the three advanced social work practice seminars in the Interpersonal (Clinical) Practice Concentration. Building on the foundation practice courses, this seminar focuses on social work practice with (and for) individual persons, particularly in relation to students' field practicum experiences.

As concentration-year graduate-level learners, learners in the seminar assume major responsibility for defining their own learning needs and goals. Thus, learners are expected to involve themselves fully and openly in all course activities.

II. Learning Objectives

Seminar Learning Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, learners are expected to demonstrate the ability to:

1. Apply social work values and ethics, including understanding of and respect for human diversity, on the basis of such factors as gender, ethnicity, and sexual orientation, for advanced interpersonal social work practice with (and for) individuals.
2. Understand application of strategies and skills for the promotion of social and economic justice for advanced interpersonal social work practice with (and for) individuals.

3. (Think critically) Develop critical thinking skills, including ability to analyze, synthesize, and evaluate relevant theoretical frameworks for advanced interpersonal social work practice with (and for) individuals.
4. Understand the differential use of communication skills as an advanced interpersonal social work practitioner with a variety of client populations, colleagues, and members of the community.
5. Evaluate and apply findings from relevant research studies to advance interpersonal social work practice with (and for) individuals.
6. Formulate plans for evaluating advanced interpersonal (clinical) practice for social work with (and for) individuals.
7. Apply knowledge and skills of advanced interpersonal (clinical) practice for social work with (and for) individuals.
8. Understand and develop strategies and skills for addressing the needs of people of color, women, lesbian women and gay men and other populations-at-risk as well as those groups distinguished by age, ethnicity, culture, class, and physical or mental ability for interpersonal social work practice with (and for) individuals.
9. Understand the professional use of self in the context of advanced interpersonal social work practice with (and for) individuals.
10. Understand the use of supervision and consultation in the context of advanced interpersonal social work practice with (and for) individuals.

III. Seminar Assignments

1. Major Paper

This journal article length (15-20 pages), publishable paper provides each student an opportunity to study in depth a) an evidence-based, effective practice model, approach, or protocol (preventive or interventive), b) an at-risk population group, and c) a defined psychosocial issue or problem. An extensive review of the effectiveness research literature enables learners to identify an evidence-based practice model for effective service to a targeted clientele affected by an identified problem. The Major Paper is valued at 50% (50 points) of the seminar grade (15 points for the graded first draft and 35 points for the final manuscript).

2. Class Presentations

Learners form theory-specific, study groups to pursue their interest in a contemporary counseling or psychotherapeutic approach. Each group assumes responsibility for presenting advanced level material related to the theory they have selected for advanced study. Group members coordinate their efforts into a formal class presentation of about one-hour in length.

The presentation should include a description of the major assumptions, concepts, principles, and especially interventions used by practitioners who adopt the theoretical approach. Presenters should also discuss the research related to the effectiveness of the approach and determine the psychosocial issues or problems and the population groups for which the practice theory reflects evidence of effectiveness.

The verbal presentation may be augmented by a poster session or a slide show, and must include a role-play demonstration of one or more key intervention techniques. Presenters should save time for class discussion about the theory and the presentation.

Two grades are awarded for the class presentation - a group grade and an individual grade. Together, they are valued at 25% (25 points) of the seminar grade. The group grade is valued at 10 points and the individual at 15 points.

3. Ten-Minute Critical Thinking Essays

At the beginning of most class sessions, members are provided ten-minutes to demonstrate their comprehension of the required seminar readings and/or content presented during the previous session. The ten-minute, critical thinking essays serve as a substitute for a final examination. Typically, the professor asks class members to use information gained through the required readings to address a

single question or issue. Collectively, the ten-minute essays are valued at 25% (25 points) of the seminar grade. Each essay has an equal potential value. If, for example, 10 ten-minute essays were assigned, each one would be valued at 2.5 points. Generally speaking, learners who demonstrate comprehension of the assigned readings receive full credit. Those who do not, those who are absent, and those who arrive late receive a score of zero for that essay.

4. Attendance and Active Participation

Attendance and active participation in class sessions are expected as fundamental aspects of professionalism and graduate level study. As such, extra credit is not awarded in these areas. However, points are deducted from the seminar grade for inconsistent attendance and non-participation or participation of an unprofessional nature. In participating, learners should reflect respect for other class members in ways that are congruent with the values of traditional university scholarship, and with the ethical principles of the social work profession.

5. Academic and Professional Integrity

Graduate students in social work are expected to demonstrate the highest levels of academic and professional integrity. Learners must conform to the expectations outlined in the **Code of Student Rights, Responsibilities, and Conduct** of Indiana University Purdue University Indianapolis (IUPUI) (<http://www.hoosiers.iupui.edu/studcode/stucode.htm>). In addition, because this seminar addresses topics directly related to the professional practice of social work, all learners should be knowledgeable of the **Code of Ethics** of the National Association of Social Workers (1999) and those sections of the Indiana State Code that pertain to the practice of social work.

Evidence of academic or ethical breaches typically result in a Failing grade for the seminar. Each student should be especially familiar with the portions of the academic code that relate to issues of academic misconduct --- including plagiarism. Learners should always credit the source of material that is not their own, and never submit work that is or has been submitted for another seminar without the expressed, written consent of the professor.

IV. Seminar Policies, Evaluation & Grading

Each student who enrolls in the S643 seminar should have a solid understanding of the substantive areas addressed in the foundation curriculum of Master of Social Work (M.S.W.) programs as approved by the Council on Social Work Education (CSWE). These subject areas include:

- ◆ Theories and research related to human behavior and the social environment, human development, personality and psychopathology, addictive and abusive processes.
- ◆ The dynamics and significance of the worker-client relationship.
- ◆ The phases and processes of social work practice (e.g., preparing, beginning, exploring, assessing, contracting, working and evaluation, and ending), and the tasks and functions associated with those phases.
- ◆ The patterns and consequences of various manifestations of oppression and discrimination, and their implications for practice.
- ◆ The values, ethics, and legal obligations associated with membership in the social work profession.

Each learner who enrolls in the S643 seminar must be a graduate or postgraduate student in social work or a related profession or discipline. Therefore, traditional academic expectations of exemplary university scholarship and conduct apply throughout this seminar. The professor also adheres to standards outlined in the **Indiana University Faculty Handbook**.

Learners should prepare written assignments in a scholarly and professional manner. Major papers should be typewritten in double-space format. A 12-point Times Roman Font should be used. Papers should be carefully edited for spelling and grammar. A computer file copy in a common word processing format should accompany the major papers. Major papers that are poorly written or edited receive a failing grade. Learners should closely follow the latest edition of the guidelines of the

American Psychological Association (APA) in the citation of sources and preparation of bibliographies. Of course, every aspect of the papers, including the quality of the citations, is counted toward the grade. Plagiarism, whether intentional or as a result of ignorance, and other forms of cheating are unacceptable and result in a failing grade. In summary, each student should reflect professionally ethical behavior and graduate level scholarship throughout the seminar experience.

Consistent with University policy, grades of "Incomplete" are assigned only in extraordinary circumstances. In such emergency situations, the student provides a satisfactory reason for the request (e.g. sickness, family crisis, etc.), well in advance of the end of the seminar, and when the student has satisfactorily completed at least three-quarters of the seminar requirements. Unless an emergency situation exists, any written assignment submitted after the due date is not accepted for credit toward the seminar grade.

Student Evaluation and Grading Guidelines

Learners may earn a total of 100 points through the completion of the seminar assignments. The major paper is valued at 50 points (15 points for the graded first draft and 35 points for the final manuscript). The Class Presentation is valued at 25 points (10 points for group and 15 points for individual performance). The Ten-Minute Essays collectively are valued at 25 points.

Grade ranges are as follows [Note: grades below 'C' are *Unsatisfactory* in the MSW Program]:

A	93.35-96.75	Excellent
A-	90.00-93.34	Superior
B+	86.76-89.99	Very Good
B	83.35-86.75	Good
B-	80.00-83.34	Fair
C+	76.76-79.99	Acceptable
C	73.35-76.75	Minimally Acceptable
C- & Below	< 73.34	Unsatisfactory

'A' Range Performance: The 'A' grades suggest excellence in scholarship, critical and reflective thinking, and performance. Written products are extremely well prepared and edited. Papers are clear, precise, well reasoned, and insightful. Intellectual standards of advanced scholarship are consistently reflected in communications. Grades in the 'A' range suggest performance that is distinctly superior to that characterized as average or satisfactory. Basic expectations are met and exceeded. Self-assessment and self-evaluation are consistently apparent in scholarly activities. 'A' learners regularly raise significant issues of relevance to the topic of study. She or he consistently reflects higher order thinking (analysis, synthesis, and evaluation) in exploring topics and claims. Major concepts are routinely clarified, assumptions are noticed, claims are consistently supported with evidence, and arguments are regularly presented in a fair and scholarly manner.

'B' Range Performance: The 'B' grades suggest a good level of competence in scholarship, critical and reflective thinking, and performance. By and large, written products are prepared and written well. They reflect clarity, precision, good reasoning, and considerable insight. Intellectual standards of advanced scholarship are generally reflected in communications. Grades in the 'B' range suggest performance that is good or satisfactory. Basic expectations are generally met at a professional competent or satisfactory level. Self-assessment and self-evaluation are generally apparent in scholarly activities. The 'B' student periodically raises significant issues. She or he generally reflects higher order thinking (analysis, synthesis, and evaluation) in exploring topics and claims. Major concepts are usually clarified, assumptions are generally noticed, claims are often supported with evidence, and arguments are usually presented in a fair and scholarly manner.

'C' Range Performance: The 'C' grades suggest an acceptable level of competence in scholarship, critical and reflective thinking, and performance. However, some aspects of the performance may be questionable. Written products reflect considerable preparation but there are some areas that are marginal or incomplete. Although generally acceptable, there may be lapses in terms of clarity, precision, or good reasoning. Insight may be good in many areas but modest in others. Intellectual

standards of advanced scholarship are often reflected in communications. 'C' grades suggest performance that meets basic expectations - but marginally so. Self-assessment and self-evaluation are apparent in many aspects of the student's scholarly activities. Significant issues are sometimes identified. Higher order thinking (analysis, synthesis, and evaluation) is sometimes evident in exploring topics and claims. Major concepts are sometimes clarified, assumptions sometimes noticed, claims are usually supported with evidence, and arguments are sometimes presented in a balanced and scholarly manner. Although the performance is acceptable enough to warrant a satisfactory (passing) grade, learners receiving grades in the 'C' range should seriously question the factors that lead to such marginal outcomes.

Unsatisfactory Performance (Grades of 'C-' and lower): The unsatisfactory grades suggest a level of incompetence in scholarship, critical and reflective thinking, and performance. Written products reflect noticeable inconsistency in terms of preparation. There may be a mix of good and poor writing. There may be major lapses in terms of clarity, precision, or good reasoning. Depth of insight varies from minimal to absent. Intellectual standards of advanced scholarship are often not reflected in communications. Unsatisfactory grades suggest performance that does not meet basic expectations. Self-assessment and self-evaluation are not generally apparent in scholarly activities. The student who performs at this level rarely identifies significant issues. She or he does not generally reflect higher order thinking (analysis, synthesis, and evaluation) in exploring topics and claims. Major concepts are not usually clarified, assumptions often go unnoticed, claims are infrequently supported with evidence, and arguments are sometimes presented in an unbalanced and unscholarly manner.

V. Content Outline & Readings

Required Texts (Available through the IUPUI Bookstore and elsewhere*)

- Thyer, B. A., & Wodarski, J. S. (Eds.). (1998). *Handbook of empirical social work practice: Mental disorders*. (Vol. 1). New York: John Wiley & Sons. ISBN 0471153613
- Wodarski, J. S., & Thyer, B. A. (Eds.). (1998). *Handbook of empirical social work practice: Social problems and practice issues*. (Vol. 2). New York: John Wiley & Sons. ISBN 0471153621
[Note: the ISBN for the 2-volume set is 047115363X]
- Patterson, C. H., & Watkins, Jr., C. Edward. (1996). *Theories of psychotherapy*, 5th edition. New York: HarperCollins Publishers (Note: Now distributed by Allyn & Bacon).

*Check <http://www.bestbookbuys.com/> and <http://www.addall.com/> to conduct an online search for the best prices for books.

Recommended Texts

- Dryden, Windy. (1999). *Rational emotive behavior therapy: A training manual*. New York: Springer.
- Rapp, Charles A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness*. New York: Oxford University Press
- Saleebey, Dennis. (Ed.). (1992). *The strengths perspective in social work practice*. New York: Longman.
- Saleebey, Dennis. (Ed.). (1996). *The strengths perspective in social work practice* (2nd Edition). New York: Longman.
- Saleebey, Dennis. (Ed.). (2001). *The strengths perspective in social work practice* (3rd Edition). New York: Longman. (In Press).
- Turner, Francis J. (Ed.). (1995). *Differential diagnosis and treatment in social work* (4th Edition). New York: The Free Press.
- Turner, Francis J. (Ed.). (1996). *Social work treatment: Interlocking theoretical approaches* (4th Edition). New York: The Free Press.
- Turner, Francis J. (Ed.). (1999). *Adult psychopathology: A social work perspective*. New York: The Free Press.
- Williams, J. B. W., & Ell, K. (Eds.). (1998). *Advances in mental health research: Implications for practice*. Washington, D.C.: NASW Press.

Yankura, J., & Dryden, W. (Eds.). (1999). *Using REBT with common psychological problems: A therapist's casebook*. New York: Springer.

Seminar Agenda

Note: See Attached Assignments Table for Session Topics, Required Readings, and Due Dates

VI. Selected Bibliography

- American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.
- Barlow, D. H. (Ed.). (1993). Clinical handbook of psychotherapy disorders: A step-by-step treatment manual (2nd ed.). New York: The Guilford Press.
- Barth, R. P. (1986). Social and cognitive treatment of children and adolescents. San Francisco: Jossey-Bass.
- Bergin, A. E., & Garfield, S. L. (Eds.). (1994). Handbook of psychotherapy and behavior change (4th ed.). New York: John Wiley & Sons. ISBN: 0471545139. Hardcover.
- Cheung, F. K. & Snowden, L. R. (1990). Community mental health and ethnic minority populations. Community Mental Health Journal, 26 (3), 277-291.
- Comas-Diaz, L., & Jacobsen, F. M. (1991). Ethnocultural transference and countertransference in the therapeutic dyad. American Journal of Orthopsychiatry, 6, (13), 392-402.
- Dawes, M. (1991). Taking responsibility for the meanings we give. Spring and Fall 1991 issues of ETC: A Review of General Semantics. Available online at http://www.thisisnotthat.com/md/md_art.html
- Dawes, M. (1995). Down to earth epistemology. Available online at http://www.thisisnotthat.com/md/md_art.html
- Freeman, E. M. (1992). The addiction process: Effective social work approaches. NY: Longman.
- Gerhart, U. C. (1990). Caring for the chronic mentally ill. Itasca, IL: F. E. Peacock.
- Giles, T. R. (Ed.). (1993). Handbook of effective psychotherapy. New York: Plenum Press.
- Hepworth, D. H. & Larsen, J. (1992). Direct social work practice: Theory and skills (4th Ed.). Pacific Grove, CA: Brooks/Cole.
- Hersen, M., & Bellack, A. S. (Eds.). (1999) Handbook of comparative interventions for adult disorders (2nd ed.). New York: John Wiley & Sons.
- Koocher, G. P., Norcross, J. C., & Hill III, S. S. (Eds.) Psychologists' desk reference. New York: Oxford University Press.
- Kurtz, M. E., Johnson, S. M. & Rice, S. (1989). Students' clinical assessments: Are they affected by stereotyping? Journal of Social Work Education 25, 3-12.
- Magen, R. H., & Rose, S. D. (1998). Assessing parenting skills through role-play: Development and reliability. Research on Social Work Practice, 8(3), 271-285. Available online through IUPUI and EBSCO (Inspire) Academic Search Elite.
- Maisto, S. A., McKay, J. R., & O'Farrell, T. J. (1998). Twelve-month abstinence from alcohol and long-term drinking and marital outcomes in men with severe alcohol problems. Journal of Studies on Alcohol, 59(5), 591-599.
- Marzial, E., & Alexander, L. (1991). The power of the therapeutic relationship. American Journal of Orthopsychiatry, 6 (13), 383-391.
- Mitchell, C. G. (1998). Perceptions of empathy and client satisfaction with managed behavioral health care. Social Work, 43(5), 404-412. Available online through IUPUI and Expanded Academic Index ASAP (InfoTrac).
- Murdach, A. D. (1993). Avoiding errors in clinical prediction. Social Work, 39, (4), 381-386.
- Nathan, P. E., & Gorman, J. M. (Eds.) (1998). A guide to treatments that work. New York: Oxford University Press.
- Nurius, P. S., & Gibson, J. W. (1990). Clinical observation, inference, reasoning and judgement in social work: An update. Social Work Research & Abstracts, 26 (2), 18-25.
- Pinderhughes, E. (1989). Understanding race, ethnicity, and power: The key to efficacy in clinical practice. NY: Free Press.
- Proctor, C. D. & Groze, V. K. (1992). Risk factors for suicide among gay, lesbian, and bisexual youths. Social Work, 39, (5), 501-513.
- Roth, A., Fonagy, P. (1996). What works for whom? A critical review of psychotherapy research. New York: The Guilford Press.
- Sands, R. G. (1991). Clinical social work practice in community mental health. NY: Macmillan.
- Salovey, P., & Turk, D. C. (1991). Clinical judgement and decision-making. In C. R. Snyder and D. R. Forsyth (Eds.), Handbook of social and clinical psychology: The health perspective. Elmsford, NY: Pergamon.
- Sarason, I. G. & Sarason, B. R. (1992). Abnormal psychology: The problem of maladaptive behavior (7th Ed.). Englewood, NJ: Prentice Hall.

- Sheafor, B. W. (1993). Techniques and guidelines for social work practice (3rd ed.). Needham Heights, MA: Allyn and Bacon.
- Solomon, A. (1992). Clinical diagnosis among diverse populations: A multicultural perspective. Families in society: The Journal of Contemporary Human Services, 73 (6), 371-377.
- Spiegel, D. (1999). A 43-Year-Old Woman Coping With Cancer. JAMA, The Journal of the American Medical Association, 282(4), 371-. Available online through IUPUI and Expanded Academic Index ASAP (InfoTrac).
- Stockton, R., Rohde, R., & Haughey, J. (1992). The effects of structured group exercises on cohesion, engagement, avoidance, and conflict. Small Group Research, 23(2). Available online through IUPUI and EBSCO (Inspire) Academic Search Elite.
- Stone, S., & McKay, M. M. (1996). Evaluating multiple family groups to address the behavioral difficulties of urban children. Small Group Research, 27(3), 398-416. Available online through IUPUI and EBSCO (Inspire) Academic Search Elite.
- Talley, P. F., Strupp, H. H., & Butler, S. F. (Eds.). (1994). Psychotherapy research and practice: Bridging the gap. New York: BasicBooks.
- Torrey, E. F. (1988). Surviving schizophrenia: A family manual. NY: Harper & Row.
- Turner, F. J. (1986). Social work treatment. NY: Free Press.
- Turner, F. J. (1994). Reconsidering diagnosis. Families in society: The Journal of Contemporary Human Services, 75 (3), 168-171.
- Turner, F. J. (1989). Child psychopathology: A social work perspective.. NY: Free Press.
- Yudofsky, S., Hales, R. E., & Ferguson, T. (1991). What you need to know about psychiatric drugs. NY: Grove Press.
- Zastrow, C. (1995). The practice of social work (5th edition). Pacific Grove, CA: Brooks/Cole.
- Zupancic, M. K., & Kreidler, M. C. (1999). Shame and the Fear of Feeling: Child abuse victims. Perspectives in Psychiatric Care, 35(2), 29-. Available online through IUPUI and Expanded Academic Index ASAP (InfoTrac).

Note: A more extensive bibliography is available via the S643 Seminar Oncourse Web Site (www.oncourse.iu.edu).

VII. Social Work Practice Related Journals

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| Accent on Living | Canadian Journal of Experimental Psychology | Elementary School Guidance & Counseling |
| Addiction | Canadian Journal of Psychiatry | Families in Society |
| Addiction & Recovery | Canadian Journal of Psychology | Families in Society |
| Addiction Biology | Canadian Social Trends | Family & Conciliation Courts Review |
| Addiction Letter | Career Development Quarterly | Family & Consumer Sciences Research Journal |
| Administration in Social Work | Child & Adolescent Social Work Journal | Family Economics & Nutrition Review |
| Adolescence | Child Abuse & Neglect | Family Journal |
| Adoptive Families | Child Development | Family Planning Perspectives |
| Affilia: Journal of Women & Social Work | Child Health Alert | Family Relations |
| Age & Ageing | Child Maltreatment | Family Safety & Health |
| Alcoholism Treatment Quarterly | Child Study Journal | Federal Probation |
| American Journal of Art Therapy | Child Welfare | Focus on Autism & Other Developmental Disabilities |
| American Journal of Family Therapy | Clinical Nursing Research | Focus on Autistic Behavior |
| American Journal of Nursing | Clinical Pediatrics | Genetic, Social & General Psychology Monographs |
| American Journal of Orthopsychiatry | Clinical Social Work Journal | Geriatrics |
| American Journal of Psychiatry | Cognitive Psychology | Gerontologist |
| American Journal of Psychoanalysis | Cognitive Science | Gifted Child Quarterly |
| American Journal of Psychotherapy | Community Mental Health Journal | Harvard Mental Health Letter |
| Annual Review of Psychology | Counseling & Values | Health & Social Work Innovation: The European Journal of Social Sciences |
| Archives of Pediatrics & Adolescent Medicine | Counselor Education & Supervision | International Journal of Aging & Human Development |
| Australian Journal of Psychology | Countdown | International Journal of Comparative Psychology |
| Australian Journal of Social Issues | Criminal Justice & Behavior | International Journal of Offender Therapy & Comparative Criminology |
| Behavior Therapy | Crisis | International Journal of Psychotherapy |
| Behavioral & Brain Sciences | Current Psychology | International Journal of Social Psychiatry |
| Behavioral Health Management | DATA: The Brown University Digest of Addiction Theory & Application | International Review of Psychiatry |
| Behavioral Medicine | Death Studies | International Social Work |
| Behavioral Science | Ecological Monographs | Intervention in School & Clinic |
| Behaviour Research & Therapy | Educational & Psychological Measurement | |
| British Journal of Guidance & Counselling | Educational Gerontology | |
| British Journal of Psychology | Educational Measurement: Issues & Practice | |
| Brown University Child & Adolescent Behavior Letter | Educational Psychology | |
| Brown University Long-Term Care Letter | Educational Psychology Review | |
| Bulletin of the Menninger Clinical | | |

Issues in Law & Medicine
Journal for Specialists in Group Work
Journal of Abnormal Child Psychology
Journal of Addictions & Offender Counseling
Journal of Adolescence
Journal of Adolescent & Adult Literacy
Journal of Adolescent Research
Journal of Aging Studies
Journal of Applied Gerontology
Journal of Behavioral Health Services & Research
Journal of Black Psychology
Journal of Business & Psychology
Journal of Child Psychology & Psychiatry & Allied Disciplines
Journal of Child Sexual Abuse
Journal of Clinical Psychology
Journal of Cognitive Neuroscience
Journal of Comparative Psychology
Journal of Counseling & Development
Journal of Counseling Psychology
Journal of Cross-Cultural Psychology
Journal of Early Adolescence
Journal of Economic & Social Measurement
Journal of Educational Measurement
Journal of Employment Counseling
Journal of Experimental Psychology/Animal Behavior Processes
Journal of Experimental Psychology/Human Perception & Performance
Journal of Family Issues
Journal of Family Nursing
Journal of Gay & Lesbian Psychotherapy
Journal of General Psychology
Journal of Genetic Psychology
Journal of Gerontological Social Work

Journal of Group Psychotherapy, Psychodrama & Sociometry
Journal of Holistic Nursing
Journal of Home Economics
Journal of Humanistic Counseling Education & Development
Journal of Humanistic Psychology
Journal of Intellectual & Developmental Disability
Journal of Learning Disabilities
Journal of Marital & Family Therapy
Journal of Marriage & the Family
Journal of Mental Health
Journal of Mental Health Administration
Journal of Mental Health Counseling
Journal of Multicultural Counseling & Development
Journal of Multicultural Social Work
Journal of Personality
Journal of Personality & Social Psychology
Journal of Rehabilitation Research & Development
Journal of Reproductive & Infant Psychology
Journal of Social Issues
Journal of Social Political & Economic Studies
Journal of Social Work Education
Journal of Substance Abuse Treatment
Journal of the American Academy of Child & Adolescent Psychiatry
Journal of Youth & Adolescence
Journals of Gerontology
Mainstream
Marriage & Family Review
Measurement & Evaluation in Counseling & Development
Mental Health Weekly
Mental Retardation

Monographs of the Society for Research in Child Development
Omega: Journal of Death & Dying
Palaestra
Personnel Psychology
Philosophical Psychology
Professional School Counseling
Psychiatric Rehabilitation Journal
Psychiatry
Psychoanalytic Study of the Child
Psychology of Women Quarterly
Psychopharmacology Update
Psychosocial Rehabilitation Journal
Psychotherapy Letter
Rehabilitation Counseling Bulletin
Research on Aging
Research on Social Work Practice
RN
Rural Special Education Quarterly
School Counselor
School Psychology Review
Small Group Research
Social Alternatives
Social Cognition
Social Education
Social Indicators Research
Social Policy
Social Research
Social Security Bulletin
Social Service Review
Social Work
Social Work in Education
Social Work in Health Care
Social Work Research
Social Work with Groups
Teaching Exceptional Children
Tikkun
Topics in Early Childhood Special Education
Western Journal of Nursing Research
Women & Therapy
Youth & Society

VIII. The Professor

Barry Cournoyer is your professor for this seminar. "Cournoyer" is a French-Canadian name that is pronounced "Coor-nwhy-yea". He is a tenured, full professor of Social Work at Indiana University. He has been with the School since 1979. He grew up in a small town in Massachusetts and spent four years in the United States Air Force during the Vietnam War. Following his tour of duty, he moved to Tennessee and completed a Baccalaureate degree in Sociology and Psychology with a certification in Social work. He then earned a Masters Degree in Social Work (MSSW) from the University of Tennessee. He worked for several years in the psychiatric and mental health programs, and then headed west where he earned Doctor of Social Work Degree (DSW) from the University of Utah.

He has continued to practice social work on a part-time basis over the years. He is a member of the Academy of Certified Social Workers (ACSW), a Licensed Clinical Social Worker (LCSW), a Board Certified Diplomate in Clinical Social Work (American Board of Examiners in Clinical Social Work), a Diplomate in Clinical Social work (National Association of Social Workers), and a Certified Behavior Therapist. His University office is ES4119 on the IUPUI Campus. Office hours are the hours just preceding and just following class periods. Appointments should generally be scheduled in advance by email or telephone. He may be reached by telephone at 317-274-6708 (University), 317-848-5322 (Clinical Office), 317-259-7982 (Home) or through Electronic Mail (E-mail) at bcourno@iussw.iupui.edu or via the Oncourse Web Site at <http://oncourse.iu.edu>.