

**Indiana University  
School of Social Work**

Instructor: Dr. Carolyn J. Black  
ES 4123  
Phone (317) 278-1767

Fall, 1998  
Section: R720  
Room: ES 2103

**S643 Social Work Practice III: Individuals (3 credits)**

**Rationale and Description**

MSW level social workers in interpersonal practice serve various professional functions in a variety of practice settings. They may serve as counselors or therapists, case managers, advocates, educators, case workers, crisis workers, or information and referral specialists, to name just a few. The Social Work Practice III: Individuals Course (S643) provides MSW students concentrating in interpersonal practice with opportunities to develop and refine the knowledge, values and ethics, skills, and judgement necessary for competent analysis, synthesis, and evaluation of various theories and aspects of interpersonal social work practice. A central focus of this course is an analysis of several theories of practice with individuals. This course will enable students to develop a framework for evaluation of practice theories; to become familiar with a limited range of practice theories; and to consider strategies for the development and validation of practice theories.

This course, in conjunction with field practicum, also provides students 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. Students will examine how assessment and treatment principles derived from social work practice theories are used in work with individuals of diverse characteristics with a wide range of biopsychosocial problems or conditions. Students will also examine the research base for prevention and treatment of selected biopsychosocial problems (e.g., substance abuse or addiction, mental illness, physical illness, violent behavior). Consideration will also be given to social, psychological, legal, and ethical factors that influence social work practice with individuals. This course 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 individuals.

**Objectives**

Through satisfactory completion of the learning experiences offered in this course, students should be able to demonstrate:

1. Application of social work values and ethics, including understanding of and respect for human diversity, for advanced interpersonal social work practice with individuals within the context of their environments.
2. Understanding and application of strategies and skills for the promotion of social and economic justice, for advanced interpersonal social work practice with individuals within the context of their environments.

3. Critical thinking skills, including ability to analyze, synthesize, and evaluate relevant theoretical frameworks for advanced interpersonal social work practice with individuals within the context of their environments.
4. Understanding of 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. Evaluation and application of findings from relevant research studies to advance interpersonal social work practice with individuals within the context of their environments.
6. Formulation of plans for evaluating advanced interpersonal practice for social work with individuals within the context of their environments.
7. Application of knowledge and skills of advanced interpersonal practice for social work with individuals within the context of their environments.
8. Understanding and application of strategies and skills for addressing the needs of people of color, women, lesbian and gay people and other populations at risk as well as those groups distinguished by age, ethnicity, culture, class, and physical or mental ability, for social work practice with individuals within the context of their environments.
9. Understanding of the professional use of self in the context of advanced interpersonal social work practice with individuals.
10. Understanding of the use of supervision and consultation in the context of advanced interpersonal social work practice with individuals.

### **Evaluation and Grading**

The final course grade will be based upon the following total points:

Midterm . . . . .	35 points
Group Presentation . . . . .	10 points
Final Paper . . . . .	45 points
Class Participation . . . . .	10 points
<b>Total Points . . . . .</b>	<b>100 points</b>
A . . . . .	85-100 points
B . . . . .	84-69 points
C . . . . .	68-54 points

### **Required Texts**

1. Epstein, L. (1992). *Brief Treatment and a New Look at the Task-Centered Approach*. New York: Macmillan Publishing Company.

2. Saleebey, D. (Ed.). (1997). *The Strengths Perspective in Social Work Practice*. New York: Longman, Inc.
3. de Shazer S. (1988). *Chies: Investigating Solutions in Brief Therapy*. New York: W. W. Norton & Company.

*Other required readings will be assigned throughout the semester. Copies of readings will be made available to students.*

### **Recommended Texts**

1. Tolson, E. R., Reid, W. & Garvin, C. D. (1994). *Generalist Practice A Task-Centered Approach*. New York: Columbia University Press.
2. Davis, L. E. & Proctor, E. K. (1989). *Race, Gender & Class: Guidelines for Practice with Individuals, Families and Groups*. Engle Cliffs, New Jersey: Prentice Hall.
3. Kotlowitz, A. (1991). *There Are No Children Here*. New York: Doubleday.
4. Woods, M. E. & Hollis, F. (1990). 4th ed. *Casework a Psychosocial Therapy*. New York: McGraw-Hill.

### **Assignments**

1. Midterm  
An in-class midterm examination will be given around the 8th or 9th session of the course. This examination will consist of objective and essay questions.
2. Final Paper  
This paper will include analysis of theory and research that support prevention and or treatment approaches for a selected problem or disorder. An outline for the paper will be distributed around the 4th session of the course.
3. Group Presentation  
During the semester, students will give group presentations that illustrate their experiences in using practice theories with child, adult, and older adult clients who present with a range of psychosocial problems.
4. Students are expected to attend all classes and are expected to be actively engaged in classroom discussions and presentations.

### **Content Outline**

<b>Session 1</b> (08/31/98)	Overview of course, introductions, review of concepts of strengths perspective, orientation to course, assignments
-----------------------------	--

**No Readings Assigned**

- Section 2** (09/07/98)      **No class-- Labor Day Holiday**
- Session 3** (09/14/98)      Introduction to Brief Treatment & Practice Theory
- Readings:** Epstein, L. (1992). Chps. 1- 5; pp. 5-150; Saleeby, D. (Ed.). 1997. Chp. 1; pp. 3-19.
- Session 4** (09/21/98)      Initial & Middle Phases in the Task-Centered Approach
- Readings:** Epstein, L. (1992). Chps. 6-8; pp.151-263; de Shazer, S. (1988). Chps. 1-5; pp. 1-83.
- Session 5** (09/28/98)      Continuation of Middle Phase of Task-Centered Approach; Solution-Focused interviewing; Resistance in Treatment
- Readings:** Epstein, L. (1992). Chp. 8; pp. 223-263; de Shazer, S. (1988). Chps. 6-9; pp. 84-151; Gitterman, A. (1983). Uses of resistance: transactional view. *Social Work*, Mar-Apr, 127-131.
- Session 6** (10/05/98)      Termination in the Task-Centered Approach; Introduction to Crisis Theory & Intervention
- Readings:** Epstein, L (1992). Chp. 9; pp. 265-274; Golan, N. (1978). *Treatment in Crisis Situations*. New York: The Free Press; Chp. 1; pp. 80-95; Turner, F. J. (Ed.). (1986). *Social Work Treatment: Interlocking Theoretical Approaches*. Chp. 12; pp. 296-340.
- Session 7** (10/12/98)      Culturally-Sensitive Practice & Different World Views
- Readings:** Reiter, L. (1991). Developmental origins of antihomosexual prejudice in heterosexual men and women, *Clinical Social Work Journal*, (19)2, 163-175.
- Davis, L.E. & Proctor, E. K. (1989). *Race, Gender & Class: Guidelines for Practice with Individuals, Families and Groups*, New Jersey: Prentice Hall; Chps. 1-2; pp. 1-55; Chp. 7; pp. 135-180; Chp. 10; pp. 251-255.
- Castex, G. M. (1994). Providing services to Hispanic/Latino Populations: Profiles in Diversity, *Social Work*, (39)3, 288-296.
- Proctor, E. K. & Davis, L. E. (1994). The challenge of racial difference: Skills for clinical practice. *Social Work*, (39)3, 314-323.
- Schiels, J. H. (1996). Afrocentricity: An emerging paradigm in social work practice. *Social Work*, (41)3, 284-294.

Van Soest, D. & Bryant, S. (1995). Violence reconceptualized for social work: The urban dilemma. *Social Work*, (40)4, 549-557.

Saleebey, D. (Ed.). (1997). Chp 5; pp. 59-73.

**Session 8** (10/19/98) Continuation of Culturally-Sensitive Practice & Different World View

**Session 9** (10/26/98) **Possible Midterm**

**Session 10** (11/02/98) Overview of Behavior Therapy & Introduction to Cognitive Behavior Therapy

**Readings:** Kanfer & Goldstein (1986). *Helping People Change*. New York: Pergamon Press. Chp. 9; pp. 346-380.

**Session 11** (11/09/98) **Group Presentations**

**Session 12** (11/16/98) **Group Presentations**

**Session 13** (11/23/98) Working with Vulnerable Populations

**Readings:** Rothman, J. (1994). *Practice with Highly Vulnerable Clients: Case Management and Community-Based Service*. New Jersey: Prentice-Hall Inc., Chp. 1-2; pp 3-38.

Saleebey, D. (Ed.). (1997). Chp. 6; pp. 77-96.

De Jong, P. & Miller, S. D. (1995). How to Interview for Client Strengths, *Social Work*, (40)6, 729-736.

**Session 14** (11/30/98) Surviving the Culture of the Helping Organization; Caring for the Caretaker

**Readings:** *(To be assigned)*

**Group Presentations, if needed**

**Session 15** (12/07/98) Assessing Effectiveness of Interventions

**Readings:** Bloom, Martin, Fischer, Joel and Orme, John G. (1995). *Evaluating Practice for the Accountable Professional*. 2nd ed., Englewood Cliffs, NJ: Prentice-Hall, Chp. 3, "Specifying Problems and Goals," pp.62-93.

Saleebey, D. (Ed.). (1997). Chp. 9; pp. 151-164.

**Final Paper Due**

## Course Policies

### Instructor's Responsibilities

1. Facilitate an environment conducive for the adult learner.
2. Design weekly lectures.
3. Read and provide feedback on written material submitted.

### Student's Responsibilities

1. Attend and actively participate in class sessions.
2. Respect your fellow students by being open and attentive to their ideas and opinions. Share your learning, thoughts, and values with the class.
3. Complete readings as assigned.
4. Complete midterm.
5. Complete final paper.
6. Participate in group presentations.

### Policies

1. Students should have read assigned materials in the order specified by the instructor and should be ready to participate knowledgeably and constructively in class activities.
2. Students are expected to be present when class begins.
3. Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. **Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course.** Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in materials distributed at student orientation meetings. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a work in your list of references is insufficient. Rather, you must specifically acknowledge a source sentence by sentence, as necessary. See the APA Manual.

### Grading criteria for papers

Effective practice of social work requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, written assignments will be evaluated both for the content and ideas presented and for the clarity of the presentations. The grade for the papers will be based on the following criteria:

- I. Presentation and Appearance
  - A. Neatness
  - B. Correct grammar, syntax (e.g., noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
  - C. Spelling
  - D. Punctuation

- E. Correct usage of American Psychological Association style
- II. Organization
- A. Structure and format of the paper
  - B. Logical sequencing and continuity of ideas
  - C. Clarity of expression; logical cohesiveness
  - D. Conciseness
- III. Content
- A. Completeness of each part of the paper
  - B. Selection of references
  - C. Use of references within the body of the paper
  - D. Integration of readings, lectures and discussions into topic of paper
  - E. Papers should be typed double-spaced and include a reference list.

## Bibliography

### Social Work Practice III: Individuals Selective Bibliography

- American Psychiatric Association (1994). Diagnostic and statistical manual of mental disorders (4th Ed.). Washington, DC: Author.
- Barth, R. P. (1986). Social and cognitive treatment of children and adolescents. San Francisco: Jossey-Bass.
- 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.
- 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.
- Hepworth, D. H. & Larsen, J. (1993). Direct Social Work practice: Theory and Skills (4th Ed.). Pacific Grove, CA: Brooks/Cole.
- 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.
- Marzial, E., & Alexander, L. (1991). The power of the therapeutic relationship. American Journal of Orthopsychiatry, 6 (13), 383-391.
- Murdach, A. D. (1993). Avoiding errors in clinical prediction. Social Work, 39, (4), 381-386.
- 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. (1993). Risk factors for suicide among gay, lesbian, and bisexual youths. Social Work, 39, (5), 501-513.



- 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. (1993). Abnormal psychology: The problem of maladaptive behavior (7th Ed.). Englewood, NJ: Prentice Hall.
- Sheafor, B. W. (1994). 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.
- 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.