

**University Of South Carolina
College Of Social Work**

SOWK 723 - Advanced Social Work Practice with Individuals

Course Syllabus

Fall, 2006

**Professors Brown, Butler, Campbell,
Farber, Huisman-Jezowski, Parlier,
Randolph**

I. Purpose/Rationale of the Course

This course is designed to help students move toward a fuller understanding of the applications of specialized methods of intervention in social work practice with individuals. Beginning with the assumptions of the value of empowerment and strengths-based practice, the course aims to broaden the repertoire of evidence-based social work interventions available to the advanced student as s/he begins field practice in the Concentration on Individuals, Families and Groups. An expected outcome is a more complete synthesis of knowledge, values and skills for practice with individual clients.

II. Content of the Course

This course focuses on traditional and emerging social work practice theories commonly employed by social workers to help meet people's needs at the individual level of practice within an ecosystems perspective. Focus will be on interventions with populations at risk, including women, people of color, people who are gay, lesbian, bi-sexual or transgender (GLBT), and people who live in poverty. Empirically-based social work practice in diverse public and private settings will be examined in an effort to help students learn specialized knowledge and skills for assessment, intervention, and evaluation with client systems. Ways in which practice theories address issues of spirituality and social justice are explored as are values and ethical issues relevant to practice with individuals.

III. Course Objectives

A person who successfully completes this course will be able to:

1. Identify and describe relevant theories for social work practice with individuals.
2. Critically evaluate major theoretical perspectives for social work intervention with individuals, including the historical context, values and assumptions, strengths and weaknesses, relevance to populations at risk, empirical support, attention to social justice and spirituality, and the worker's roles and behaviors in using each;
3. Differentially select and use advanced practice skills in complex situations, particularly those involving diverse client cultures, values, behaviors, strengths, needs, and values;

4. Design and implement a process of intervention with individual clients, including assessment, intervention planning and implementation, selection of techniques, termination, evaluation, follow-up, and documentation, that is grounded in theory and in the professional literature and supported empirically;
5. Assess her/his use of self in practice, including strengths and deficits as a worker, and develop skills to heighten effective use of self, enhance strengths, address deficits, and build wellness and self-care;
6. Identify ethical and value dilemmas that may arise in social work practice with individuals and suggest professional responses to each that are consistent with the NASW Code of Ethics.

IV. Linkages to Other Courses

This advanced course builds upon the understanding of social institutions, social structure and social settings which is developed in SOWK 712 (HBSE I) and individual growth and behavior which is developed in SOWK 716 (HBSE II), and upon the generalist practice knowledge and skills which are developed in SOWK 722, all of which are foundation content. It also builds upon practice experiences gained during the foundation generalist field practica, SOWK 781 and 782, and during the concurrent concentration field practicum, SOWK 783. The course provides students an opportunity to apply knowledge and skills gained in SOWK 791 (research) and concurrently in SOWK 793 (Evaluation Research in Social Work), in order to be informed consumers of research and competent evaluators of their practice.

V. Methods of Instruction

A variety of instructional methods are used in this course and may include lecture, discussion, collaborative learning, problem-based learning, field-based case studies, role play, videotapes, videotaping, and student presentations. Emphasis will be placed on the integration of field placement experiences and course content through such tools as case consultation, learning journals and logs, case studies, role plays, and written assignments requiring the application of theory to practice with individual clients in students' field placement settings.

VI. Students with Disabilities

Any person who because of a disability may need special arrangements or accommodations to meet the requirements of this course should consult with the instructor as soon as possible. The Office of Disability Services (803.777.6742; www.sa.sc.edu/dss/) provides an array of services to meet the needs of students with disabilities, according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. See information and guidelines provided in *The Carolina Community: Student Handbook and Policy Guide* (<http://www.sa.sc.edu/carolinacommunity/>)

VII. Course Requirements/Expectations

Three graded exercises will be required of students over the course of the semester. A separate handout detailing the nature of the assignments and credit for each will be made available to all students. Individual instructors may require additional graded or ungraded assignments.

Students are expected to attend all class meetings. Absence from class, whether "excused" or "unexcused," may result in a lowered course grade or, in extreme instances, in the awarding of a grade of "F" for the course.

APA format should be used in all written assignments. The use of nonsexist language is expected in class discussions and written assignments.

Academic Responsibility, Integrity and Ethics. People in the College of Social Work are bound by the Carolinian Creed, by the NASW Code of Ethics, and by the Rule of Academic Responsibility.

The Carolinian Creed is available at <http://www.sa.sc.edu/> and states, in part, that "I will practice personal and academic integrity." This tenet of the Creed means that the practice of plagiarism or borrowing another student's work, lying, deceit, and excuse making are unacceptable behaviors for students at the University of South Carolina.

The NASW Code of Ethics states that "social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception" (4.04) and that "social workers behave in a trustworthy manner...and act honestly and responsibly..." (p. 6).

In addition, the Carolina Community, available online at <http://www.sa.sc.edu/> states that "It is the responsibility of every student at the University of South Carolina-Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.

This Rule is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Rule, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Rule.

1. Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
2. Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
3. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
4. Unauthorized use of another person's work without proper acknowledgment of source.
5. Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work

(including, without limitation, the scheduling, completion, performance, or submission of any such work).

6. Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.

7. Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.”

Additional information about Academic Responsibility is available in the Carolina Community at <http://www.sa.sc.edu/> under Housing and Judicial Programs: Academic Responsibility.

Students can expect COSW course instructors to be available for all class sessions, from beginning to end as scheduled in accordance with the course syllabus and the USC academic calendar. In the event an instructor must miss class, s/he will make appropriate alternative arrangements for use of scheduled class time in her/his absence.

VIII. Technology Content

The College of Social Work encourages students to make use of varied, credible internet resources to enhance learning in this course. A helpful website for evaluating credibility of internet sources is www.virtualsalt.com/evalu8it.htm.

IX. Required Readings:

Required textbooks:

Walsh, J. (2006). *Theories for direct social work practice*. Belmont, CA: Thomson Brooks/Cole.

An additional required reading package is available for purchase from Universal Copies, 1120 College Street.

IX. Course Outline

Part I. Social Work Practice with Individuals: Process and Structure

Readings:

- Rose, S.R., & Fatout, M.F. (2003). *Social work practice with children and adolescents*. Chapters 4&5. Boston: Allyn & Bacon.
- Lukas, S. (1993). How to conduct the first interview with a child. In *Where to start and what to ask*. pp 58-77. New York: W.W. Norton.
- Walsh, J. (textbook). Chapter 11. Motivational Interviewing.

Part 2: Social Work Practice Theories and Their Applications with Individuals

Readings:

- Walsh, J. (textbook). Chapters 1 & 2.
- Bricker-Jenkins, M. (2002). Feminist issues and practices in social work. In A.R. Roberts & G.J. Green (Eds.), *Social workers' desk reference*. (131-136). New York, NY: Oxford University Press.

Psychodynamic Theories (Ego Psychology and Object Relations)

Readings:

- Walsh, J. (textbook). Chapters 3 and 4.

Behavior Theory

Readings:

- Walsh, J. (textbook). Chapter 6
- McClannahan, L. and Krantz, L. Some guidelines for selecting behavioral intervention programs for children with autism. In Briggs and Rzepnicki (92-104).
- Linsk, N. L. and Mitchell, C. Adherence to HIV therapies: Can applied behavior analysis help? In Briggs and Rzepnicki (160-170).
- Wong, S., Wilder, D., Schock, K. and Clay, C. Behavioral interventions for severe and persistent mental disorders. In Briggs and Rzepnicki (pp.210-230).

Cognitive Theory

Readings:

- Walsh, J. (textbook). Chapter 7.
- Berlin, S. and Barden, J. (2000). Thinking differently: The Cognitive-Integrative approach to changing a mind. In Allen-Meares, P. and Garvin, C. (eds.). *The Handbook of Social Work Direct Practice*. (pp. 175-196.) Thousand Oaks: Sage Publications, Inc.

Brief/Solution-Focused Theory

Readings:

- Walsh, J. (textbook). Chapter 10.
- De Jong, P. & Berg, I. K. (2001). Co-constructing cooperation with mandated clients. *Social Work*, 46 (4), 361-373.

Narrative Theory

- Walsh, J. (textbook). Chapter 12

Task-Centered Approach

Readings:

- <http://www.task-centered.com> Tutorial on the Task-Centered Model

Crisis Theory and Intervention

Readings:

- Walsh, J. (textbook). Chapter 13.