COURSE TITLE/SECTION: SOCW 7304/Section 22994 Transtheoretical Social Work Practice: Brief Targeted Interventions (A required course in Clinical Practice Track)

DATE/TIME: Monday 6:00 PM-9:00 PM
Classroom: SW 229

FACULTY: Ruth Buzi, LCSW, Ph.D.
OFFICE HOURS: Upon request
Office: E-mail: rsbuzi@gmail.com   Phone: 281-788-6610

Please bring the most updated syllabus to the first day of class.

I. Course
   A. Catalog Description
      Cr. 3(3-0). Prerequisite: Completion of Foundation. Provides theoretical content to gain knowledge and develop advanced clinical skills in the application of Brief Psychodynamic Theory and Solution-Focused Therapy.

   B. Purpose
      To expose advanced students to evidence-based clinical social work theories and interventions. Emphasis is on the development of clinical social work practice skills in Brief Psychodynamic Theory and Solution-Focused Therapy.

II. Course Objectives
   Two modules are the focus for this course:
   • Brief Psychodynamic Therapy: Theories & Practice
   • Solution-Focused Therapy: Theories & Practice

   Upon completion of this course, students will be able to:
   1. Understand the role of clinical social workers in the development and utilization of theoretical, conceptual and empirical knowledge base of selected practice theories. (Professional Identity, HBSE)
   2. Develop an understanding of the key constructs, concepts, themes, and techniques that characterize the selected theories for transtheoretical applications. (HBSE, Practice)
   3. Explore the common factors across the selected theories for practice, including techniques and characteristics for achieving therapeutic outcomes. (Critical Thinking, Practice, Research)
   4. Analyze the strengths and limitations associated with selected theories for practice with diverse clients, issues and settings. (Diversity, Practice, Professional Context)
   5. Utilize a strengths perspective to select and apply the selected theories with skills and techniques that are used in a culturally competent manner
across individual, group, community and societal settings (Diversity, Professional Context, Practice)
6. Demonstrate through hands-on practice the selection and application of various skills and techniques from the selected models for clinical practice. (Critical Thinking, Practice)
7. Identify the potential challenges inherent in the application of selected theories and apply professional and ethical guidelines to address them. (Values & Ethics, Justice, Practice)

**Brief Psychodynamic Therapy: Theories & Practice**

**Module Description:** Brief psychodynamic theory relies on the guiding knowledge of clinical practice approaches such as the presence of resistance, the understanding of transference and counter transference, the value of interpretation, and the importance of a strong working therapeutic alliance. Brief psychodynamic therapy allows for a more active and directive role as therapist and engages clients in the therapeutic process in an empathic and collaborative manner. This module will explore the critical themes and techniques which characterize brief psychodynamic therapy. Students will have an opportunity to explore the practical application of specific techniques of brief psychodynamic therapy.

**Module Objectives:** Upon completion of this module students will be able to:
1. Identify and discuss the theoretical and conceptual underpinnings of brief psychodynamic theory.
2. Develop an understanding of the key characteristics, themes, and techniques which characterize brief psychodynamic treatments.
3. Explore case formulation and treatment planning in brief work with clients.
4. Identify the strengths and limitations of brief psychodynamic therapy with diverse clients and issues.

**Solution-Focused Therapy: Theories and Practice**

**Module Description:** An in-depth examination of solution-focused therapy including history, philosophy, theory, and techniques. Stresses application of learning through experiential methods.

**Module Objectives:** Upon completion of this module, students will be about to:
1. Define constructivist theory and analyze its relationship to solution-focused therapy.
2. Describe the stages of solution building.
3. Use research-based evidence to design solution-focused intervention strategies that are built on the client’s context, strengths, and successes.
4. Formulate solution-focused feedback with clients.
5. Identify and measure therapeutic solution-focused, strengths-based and contextualized relevant outcomes.
III. Course Content
This course will include the following topical (content) areas: Theories for clinical practice (including core skills in crisis intervention) as related to the two selected practice modalities, integrating assessment to intervention, utilization of transtheoretical approaches in multicultural situations, processes of change, and direct clinical learning.

IV. Course Structure
A. This 15-week course will follow the following structure. Please follow the weekly assignments (including readings on Blackboard):
   - Week 1: First Class (must attend): Transtheoretical Model of Behavior Change, Core Clinical Skills, Course Orientation and Expectations
   - Weeks 2-3: Case Planning and Consultation
   - Weeks 4 through 7: Brief Psychodynamic Therapy (BP) Module
   - Weeks 8 through 11: Solution-Focused Therapy (SFT) Module
   - Weeks 12-14: Integrative Practice (BPT and SFT), Clinical Supervision and Consultation
   - Week 15: Live Practice

B. The main focus of the course is skill acquisition. Students must read assigned materials and complete homework assignments prior to class. Each module will be devoted to an overview of that particular change orientation, a discussion of its theoretical underpinnings and empirical evidence, and a synopsis of the different techniques and specific skills drawn from that change orientation. The final class will focus on learning and practicing the skills with the help of unscripted case vignettes for live practice.

V. Textbooks
May order texts through UH Bookstore: http://uh.bncollege.com; A copy of these required books and other recommended books have been placed on Reserve at the UH main library.
A. Required Readings from Textbooks:

Here are the steps to access this ebook from UH Library:
Log on to http://info.lib.uh.edu
- Click on "catalog" and type "Multicultural Practice & Evaluation" in the “Title” index box.
- Click the title and link to the ebook version of this book
- Click "See all full text options for UH main campus"
- Click on the link for "Education Source"
- Enter your Cougarnet username and password (when asked)
- On the right hand side of the e-book page, click at “+2008” and then “2008”.
- Click at each section/chapter of the book and the "PDF Full text" link

**B. Recommended Books:** (E-Book Link: [http://guides.lib.uh.edu/psychology/clinical](http://guides.lib.uh.edu/psychology/clinical))

[http://dx.doi.org.ezproxy.lib.uh.edu/10.1176/appi.books.9780890425596](http://dx.doi.org.ezproxy.lib.uh.edu/10.1176/appi.books.9780890425596)

[http://dx.doi.org.ezproxy.lib.uh.edu/10.1176/appi.books.9781585624836](http://dx.doi.org.ezproxy.lib.uh.edu/10.1176/appi.books.9781585624836)

**C. Journal Articles.** Use keyword search for articles of interest through [http://info.lib.uh.edu/](http://info.lib.uh.edu/) (Databases, Academic Search Complete)

**D. DSM Online.** DSM-5 manual, handbook, clinical cases can be found at: [http://guides.lib.uh.edu/socialwork](http://guides.lib.uh.edu/socialwork) or [http://guides.lib.uh.edu/socialwork](http://guides.lib.uh.edu/socialwork) (click at “Resources for Clinical Work”)

**E. Videos.** In addition to the streamed video-recorded lectures and clinical videos, students can access a variety of clinical videos at the following links with your Cougarnet ID and Password access: [http://guides.lib.uh.edu/socialwork](http://guides.lib.uh.edu/socialwork) (click at “Online Video Collections” to access Counseling and Therapy in Video, Films on Demand Health and Medicine, Kanopy, or PsycTHERAPY)

**F. APA Style.** [http://guides.lib.uh.edu/socialwork](http://guides.lib.uh.edu/socialwork) (click at “APA Style Guides”) or get a brief handout by Dr. Monit Cheung at GCSW website: [http://www.uh.edu/socialwork/New_research/cwep/current-students/apa%206th%20Edition%20handout.pdf](http://www.uh.edu/socialwork/New_research/cwep/current-students/apa%206th%20Edition%20handout.pdf)

**VI. Course Requirements**

Please check all due dates on Blackboard (Bb). All grades are individually assessed but you must show participatory effort in your case practice.

**A. Class Participation (100 points)**

1. Attend all the classes to pass this course. If you miss any classes due to unusual circumstances, please inform the instructor. For a documented absence, one grade (per absence) will be reduced from the final grade.
2. Actively engage in class preparation, practice activities, and provide feedback on case practices.
3. Participate and apply skills with BTI approaches to deal with diverse cases/clients throughout the semester.
4. Discuss and reflect on your practice as it is related to promoting clinical practice and social justice.
5. Complete all required quizzes on time.

Notes: You must withdraw from this course (or receive an F) if you are absent without informing the instructor. If missed to submit or fail in any one assignment, you cannot pass this course and must re-take it when offered.

**B. Case Intake Summary (150 pts):** (Individual) Due on Bb

**Purpose:** Prepare case information with a format that can be shared with other clinicians during staffing or for documentation purposes

1. Schedule an individual consultation meeting with the instructor (first two weeks, face-to-face, or Zoom) to brainstorm the use of a real-life situation from your personal or past experience that is related to social, economic,
environmental or political justice that can be assessed and intervened with a brief-targeted approach. This is an opportunity for you to examine your own issue and observe how this issue is handled differently by another social worker.

2. After consultation, submit a Case Intake summary (see example posted on Bb) which must include basic demographics and a description of the presenting problem(s), psychological observations, pertinent interpersonal relationships, and external influences that may have impacted the client. Real names and certain demographic and identifying information must be modified to maintain anonymity of the case and the case owner. Micro, meso or macro cases can be used after discussing its clinical nature with the instructor. Please do not disclose ownership of your case to your classmates during this semester. The instructor will assign an anonymous case to each student for class practice. For uniformity purposes, please use the exact format and font illustrated in the example posted on Bb (one page only, single-spacing).

C. Video Analysis Papers (300 pts) – (Two individual papers 150pts x2)
Purpose: To critically analyze how each of the two modalities are applied in practice, using evidence-based research to support the use of BTI skill applications demonstrated in the videos and providing examples from the assigned videos to illustrate the do’s and don’ts in clinical social work practice with a focus on promoting social justice.
Content: Write this paper to briefly describe the case(s) and critically address 1) initial reaction to the selected case (client); 2) therapeutic analysis: approaches, skills, and values; 3) nonverbal analysis; 4) strengths and weaknesses of the worker; and 5) your suggestions of alternative techniques used in this case.
Focus on Stan’s case for your first paper and select one or more assigned SFT videos for your second paper. Conclude your first paper (with a focus on BPT) with suggested skills that can be used when you are dealing with diverse clients’ needs and challenges when only limited time is available for intervention; conclude your second paper with a connection to what were illustrated in the SFT and supervision videos as your reflection of the diverse roles you have assumed in class practice (case owner, client, worker, supervisor, MSW student, etc.).
Empirical support: You must cite required reading materials PLUS at least one empirical journal article to support your analysis in each paper.
(Page length suggestion: 5 pages plus APA references).

D. Dialogue Script and Case Practice (300 pts): (Individually graded) (Script 50pts x2; Practice 100pts x2)
Purpose: To practice each of the two BTI approaches in order to gain insight through the application of specific skills/techniques to a client.
1. Script (50ptsx2): Each student will receive an anonymous case (from the case intake summaries) assigned by the instructor and prepare a practice script to show practice skills from each of the two modules (separately). Email the instructor your Word document specifying the skills from each module before PRACTICE to obtain feedback (see below). After PRACTICE, submit your final script specifying the skills/techniques via Bb for a grade.
2. PRACTICE (100ptsx2): Pair with a teammate to practice your case and present in class as a worker of your assigned case, 8-10 minutes in length assuming it is in the middle of a clinical session. Apply your skills but do not read directly from your script. [**Note: You are a worker of your assigned case and you also serve as a client for your teammate’s case. Your case is same as the anonymous case assigned to each of you.]
E. Live Practice (150 pts) (Individually graded)

Purpose: To demonstrate integrative skills from both modules in a clinical situation with confidence and competence

Practice as a Worker (150 pts): Each student will practice as a clinician in class (with a “live practice” case randomly assigned by the instructor which is different from the previously assigned anonymous case. You will also act as the client of your earlier assigned anonymous case with another student assigned to you in this student’s live practice). As a worker, you will use the entire 5 minutes allotted to each live practice, to demonstrate integrative skills from both modules. Only the worker will receive a grade.

VII. Evaluation and Grading

Because of the practice nature of this course, no incomplete will be given and students must attend all in-class meetings. If you miss any class, you will get an automatic F (or “I” if allowable). Late assignments will suffer a one-point deduction per day (including weekends and holidays, if any). All assignments are graded using a set of rubrics posted on Bb. If you encounter any technical difficulties with Bb, you may call the UH Blackboard Help Desk at 1-844-570-6763 or email support@uh.edu or IT support at 713-743-1411, and inform the instructor by an email.

The following standard grading scale has been adopted for all courses taught in the college.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100%</td>
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<tr>
<td>A-</td>
<td>92-95.9%</td>
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<tr>
<td>B+</td>
<td>88-91.9%</td>
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<tr>
<td>B</td>
<td>84-87.9%</td>
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<tr>
<td>B-</td>
<td>80-83.9%</td>
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<tr>
<td>C+</td>
<td>76-79.9%</td>
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<td>C</td>
<td>72-75.9%</td>
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<tr>
<td>C-</td>
<td>68-71.9%</td>
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<tr>
<td>D</td>
<td>64-67.9%</td>
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<tr>
<td>F</td>
<td>Below 64%</td>
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XIII. Policy on Grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements. The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.

IX. Policy on Academic Dishonesty and Plagiarism

Please click the link below for the full explanation of the Academic Honesty policy and procedure: http://www.uh.edu/provost/policies/honesty/_documents-
honesty/academic-honesty-policy.pdf

Definitions:
“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

Plagiarism
i. Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

Cheating and Unauthorized Group Work
ii. Openly cheating in an examination, as copying from another’s paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor; d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination; e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information; f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation
j. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error; h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner; i. Falsifying results in laboratory experiments; j. Misrepresenting academic records or achievements as they pertain to course prerequisites or co-requisites for the purpose of enrolling or remaining in a course for which one is not eligible; k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials
l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students; m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty
n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct
o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:
Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

X. Course Schedule and Assignments

Course Schedule (See schedule on the last pages of this syllabus) Additional readings will be posted on Bb; Schedule is subject to change and students are responsible for checking course progresses and Blackboard materials. Email communications should be sent to your instructor with a subject heading “7304 BTI”. All assignments must be submitted via Bb.

XII. Americans with Disabilities Statement
The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XIII. Counseling and Psychological Services
Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let’s Talk” program, which is a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html.
Course Schedule and Assignments
Note: All assignments are due by 11:00pm; Additional readings will be posted on Blackboard by week.

Lesson 1:
Theoretical Orientation (8/20)
Transtheoretical Clinical Practice; Case Approach with Multicultural Expectations

Read/Watch:
3. Video#1: Dr. Corey’s intake with Stan (Bb) (write down clinical skills)
4. Bb Readings

To Do:
• Sign-up: Form a group for the case practice assignments (see Course Requirements)
• Set up an individual consultation (20-30 mins) with the instructor (meeting before 9/9)

Individual Consultation#1: Case Summary (8/27-9/9)
Meet with the instructor (face-to-face or Zoom) to prepare for an individual case intake summary based on your real-life situation. The case nature must be approved by the instructor before you finalize it.

To Do:
• Review Case summary example “Crystal Smith” (Bb)

Lesson 2:
Crisis Intervention Skills and Ethical Practice Principles (8/27)
Crisis Intervention Clinical Skills; Case Staffing Requirements; Ethics and principles in clinical social work

Read:
2. Corey (2017). Ch 3 (Ethical issues in counseling practice)
3. Read Dialogue Example CI: This script uses Crisis Intervention as the practice framework; please use BPT and SFT for the framework for your assigned scripts due later in the semester.
4. Bb Readings

To Do:
Watch these videos and write down clinical intake skills
1. Video#2: Watch “Case Notes” on Crystal Smith’s case: https://s3-us-west-1.amazonaws.com/pcwwriting/2-1-3crystalVid/story.html

DUE (9/10): Case Intake Summary

Lesson 3:
Module 1 - Brief Psychodynamic Therapy (BPT) (9/10)
Theories and application

Read:
3. Bb Readings

To Do:
Lesson 4:
BPT (9/17)
Genogram interviews; Family-of-Origin interventions
Read:
5. Bb Readings
6. Website on Genograms: https://www.genopro.com/genogram/
To Do:
1. Video#6: Adlerian Early Recollection
   http://search.alexanderstreet.com.ezproxy.lib.uh.edu/view/work/bibliographic_entity%7Cvideo_work%7C1778790
2. Video#7: Case of Stan (Adlerian)
3. Genogram on your case (Family Systems)
4. Consult with the instructor about your BPT script

Lesson 5:
BPT Case Practice (9/24)
Case demonstrations (BPT): Practice your assigned case with a focus on BPT skill applications
DUE (9/24): BPT Dialogue with Techniques Specified
DUE (9/24): practice in class

Lesson 6:
From BPT to SFT (10/1)
Alternative applications with Empty Chair Techniques
Students will also be randomly invited to participate in other cases as a “second” social worker; critique and evaluation; clinical sharing
Read/Watch:
1. Corey (2017). Chapter 8 (Gestalt)
2. Cheung & Leung (2008), Ch 9 (Gestalt)
3. Bb Readings
4. Video#8: Case of Stan (Gestalt)
DUE (10/8): Video analysis (first paper)
DUE (10/8): Quiz BPT

Lesson 7:
Solution-Focused (SFT) (10/8)
Theories and applications
1. Corey (2017). Ch 13 (SFT)
2. Bb Readings
Lesson 8:
SFT (10/15)
Postmodern Approaches
Solution-focused Alternative Methods
Case demonstrations (SFT): Role play the case with a focus on SFT skill applications
Read:
2. Bb Readings
3. Video#10: SF Brief Counseling: Two actual interviews with a child (57 mins):
   http://search.alexanderstreet.com.ezproxy.lib.uh.edu/view/work/bibliographic_entity%7Cvideo_work%7C1778909

Lesson 9:
Evidence-Based SFT in Justice-Informed Practice (10/22)
Evidence-based Practice in Social Work
Bb Reading for discussion use (Read Article: “Hiding in Plan Sight”)

Lesson 10:
SFT Case Practice Sessions (10/29)
Summary of SFT Skills with a transtheoretical analysis
DUE (10/29): SFT Dialogue with Techniques Specified
DUE (10/29): SFT practice in class

Lesson 11:
Transtheoretical Integration (11/5)
Review skills and techniques from BPT and SFT modules
Multicultural practice evaluation
Read/Watch:
3. ASK Instrument
4. Bb Readings
To Do: Live Practice Preparation: Mark skills and techniques that fit your style for the purpose of helping the client move from one transtheoretical stage to another for the purpose of making changes or altering thinking, feelings and/or thoughts. Review your live practice case and write down your skills for consultation. Schedule an individual “live practice” preparation meeting with the instructor now.

Lesson 12:
Clinical Supervision (11/12)
Practice Clinical supervision skills
Read/Watch:
1. Bb Readings, including article “Microcounselling Supervision”
   http://search.alexanderstreet.com.ezproxy.lib.uh.edu/ctiv/view/work/1778802
   http://search.alexanderstreet.com.ezproxy.lib.uh.edu/view/work/1778965
Students will be randomly invited to participate in other cases as a “second” social
worker; critique and evaluation; clinical sharing

**DUE (11/12):** Video analysis (second paper)
**DUE (11/12):** Quiz SFT

**Individual Consultation#2: Preparation for Live Practice (11/12-11/19)**
Schedule your face-to-face consultation session with the instructor in advance. Estimate 30 mins with a focus on skill practice on your assigned case with the instructor. No other rehearsal is needed before your live practice in class.

**Lesson 13/14:**

**Live Practice (11/19 -11/26)**
Each student must demonstrate integrative BTI skills from the two modules (unscripted practice with an individual case to be assigned prior to class)
Clinical Skills Assessment
Case Reflections: Evaluation of the Five-Way Learning (worker, client, case owner, supervisor, MSW student)
• Read Blackboard materials on five-way learning and be prepared to address your learning without disclosing your case ownership in class.
### Summary of Major Due Dates

Subject to Change: Read the most updated syllabus to confirm all due dates. Feedback can be obtained through email to the instructor. Assignments must be submitted via Blackboard.

<table>
<thead>
<tr>
<th>Lesson/Assignment</th>
<th>Meeting and Consultation</th>
<th>ASSIGNMENTS DUE date (by 11:00 pm)</th>
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<tbody>
<tr>
<td>L1: Theoretical Orientation and Syllabus Overview 8/20</td>
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<tr>
<td><strong>Case Summary</strong></td>
<td>Schedule Required Individual Consultation#1: between 8/20 to 9/9 (Instructor provides options)</td>
<td>9/10: Case Summary</td>
</tr>
<tr>
<td>L2: Crisis Intervention 8/27</td>
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<tr>
<td>L3: BPT: Brief Psychodynamic Theory 9/10</td>
<td>Receive feedback on BPT script before due date by email at <a href="mailto:rsbuzi@gmail.com">rsbuzi@gmail.com</a></td>
<td>9/24: BPT Dialogue Script 9/24: BPT Case Practice</td>
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<tr>
<td>L4: BPT 9/17</td>
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<tr>
<td>L5: BPT Case Practice 9/24</td>
<td>Case demonstrations (BPT): Practice your assigned case with a focus on BPT skill applications</td>
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<td>L6: From BPT to SFT 10/1</td>
<td>Students randomly invited to demonstrate alternative applications with Empty Chair</td>
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<td>L8: SFT Postmodern Approaches 10/15</td>
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<td>L9: Evidence-based SFT 10/22</td>
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<td>L10: SFT Case Practice Sessions 10/29</td>
<td>Receive feedback on dialogue by email before due date <a href="mailto:rsbuzi@gmail.com">rsbuzi@gmail.com</a></td>
<td>10/29: SFT Dialogue Script 10/29: SFT Case Practice</td>
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<tr>
<td>L11: Transtheoretical Integration 11/5</td>
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<tr>
<td>L12: Clinical Supervision 11/12</td>
<td>Students randomly invited to demonstrate clinical supervision</td>
<td>11/12: Video Paper #2 11/12: Quiz SFT</td>
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<tr>
<td><strong>Live Practice</strong></td>
<td><strong>Consultation#2</strong>: 11/5 to 11/19 (individual, required) (Instructor provides options)</td>
<td>Unscripted Live practice in class</td>
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<tr>
<td>L13/14: Live Practice 11/19-11/26</td>
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Clinical Concentration Competencies

Social Work is a competency-based profession. The training you receive in the MSW program is designed to equip you with the knowledge, values, critical thinking abilities (cognitive affective processes), and skills to practice competently across nine competencies identified as central for all social work training. The nine generalist competencies were developed by the Council on Social Work Education, the national accrediting body for social work education, and these competencies were expanded and enhanced for our clinical and macro concentrations (our areas of specialized practice). A description of the competencies for our clinical concentration curriculum are provided below along with a table describing how selected assignments in this course align with those competencies. While all course content is linked to the competencies, below you will find content that must be included in all sections of this course across enrollment models.

SOCW 7304: Brief Targeted Interventions: Brief Dynamic and Solution Focused

<table>
<thead>
<tr>
<th>Assignment</th>
<th>EPAS Competency</th>
<th>Learning Dimension</th>
<th>Level of Practice (Comp 6-9)</th>
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</thead>
<tbody>
<tr>
<td>Activity: Case Intake Summary</td>
<td>Competency 2</td>
<td>Cognitive/Affective Processes, Values, Skills</td>
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<tr>
<td>Assignment: Dialogue Script and Case Practice</td>
<td>Competency 6</td>
<td>Knowledge, Cognitive/Affective Processes, Values, Skills</td>
<td>Individuals, Families, Groups</td>
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<td>Competency 7</td>
<td>Knowledge, Cognitive/Affective Processes, Values, Skills</td>
<td>Individuals, Families, Groups</td>
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<tr>
<td>Live Practice: Demonstrations of specific skills and techniques</td>
<td>Competency 1, Competency 2</td>
<td>Knowledge, Values, Skills, Skills, Knowledge, Cognitive/Affective Processes, Values, Skills</td>
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Clinical Concentration Competency Descriptions

**Competency 1: Demonstrate Ethical and Professional Behavior**

Ethical clinical social workers recognize the importance of the therapeutic relationship, the person-in-environment, the strengths perspective, the professional use of self and identity with clients and the profession, and adhere to ethical guidelines of professional behaviors and boundaries. Ethical clinical social workers handle practice issues based on social work code of ethics and apply technology, tools, and skills ethically and professionally in clinical practice.

**Competency 2: Engage Diversity and Difference in Practice**
Clinical social workers demonstrate knowledge and sensitivity in their work across all forms of diversity and human differences in order to address their influences on practice engagements that provide explanations of (a) the presenting problems, (b) help-seeking behaviors, and (c) choice of services.

**Competency 3: Advance Human Rights, and Social and Economic and Environmental Justice**
Clinical social workers apply advocacy skills and promote justice in all social, economic, political, and environmental contexts for all human kinds.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**
Clinical social workers engage, use, and integrate research skills to inform and evaluate their practice with focus on applying the best practice methods and treatment approaches.

**Competency 5: Engage in Policy Practice**
Clinical social workers work with diverse clients and engage the larger system to effect changes in public policy and to promote client welfare.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Clinical social workers engage clients and their systems by understanding and applying a range of evidence-based theories to practice. To foster engagement, clinical social workers support and empower clients (individuals, families, and groups) in clinical settings to identify their strengths, skills, and expectations of diverse life courses.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
Clinical social workers start with assessing client motivation and applying assessment skills to identify and define problems with the clients and their systems. Assessment elements include needs, goals, strengths, constraints, resources, culture and environment within and across individuals, families and groups, and their related systems.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
Clinical social workers plan and implement interventions according to the needs, goals, strengths, constraints, resources, culture and environment within and across individuals, families and groups, and their related systems. The choice, design, and delivery of the intervention is connected to or based on theories, evidence, experiences, attributes planned with the client systems, skill sets of the clinical social workers, organizational policies, and community characteristics.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Clinical social workers apply diverse knowledge and skills in empirically-based practice evaluation with a focus on the defined problems, changes, and the effectiveness of the planned interventions. Changes are encouraged and monitored throughout the intervention process for continuous evaluation. Measures of intervention effectiveness are administered with input from various sources based on the assessment and intervention goals.