

www.uh.edu/socialwork

Course Title/Section: SOCW7304-3/Section 23690 - Transtheoretical Social Work Practice:
Brief Targeted Interventions (A required course in Clinical Practice
Track)

Faculty: Chris Grimes, LCSW-S

Dates/Times: Tuesdays/8:30am – 11:30am

Classroom: MH 138

Office Hours: By Appointment

Office: (2nd Floor - GCSW) - Adjunct Office

E-mail: cgrimes@uh.edu

Phone: (713) 540-2838 (email preferred method of contact unless emergency)

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- **Please bring the most updated syllabus to the first day of class.**
 - **The most updated syllabus will always be posted and available on blackboard.**

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 Therapy 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 Therapy 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: Review of Class Expectations/Syllabus/Case Introductions

Weeks 2-3: Case Planning and Consultation

Weeks 4-8: Brief Psychodynamic Therapy Module

Weeks 9-12: Solution-Focused Therapy (SFT) Module

Weeks 13-14: Integrative Practice, Termination, Supervision

Week 15: Final – Integrative Role Play

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:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Brooks/Cole.

Cheung, M., & Leung, P. (2008). *Multicultural practice and evaluation: A case approach to evidence-based practice*. Denver, CO: Love Publishing Co.

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>)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder* (5th ed.). Washington, DC: Author.

<http://dx.doi.org.ezproxy.lib.uh.edu/10.1176/appi.books.9780890425596>

Barth, D. (2014). *Integrative Clinical Social Work Practice*. New York: Springer.
(Kindle Version available Rent on Amazon)

DeJong, P., Insoo, K. B. (1998). *Interviewing for Solutions*. Brooks/Cole Publishing Co: Pacific Grove.

Grant, A. (2017) *Solution-focused cognitive and systemic therapy: the Bruges model*. New York: Routledge

Ebook link: <https://ebookcentral.proquest.com/lib/uh/detail.action?docID=4658939>

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention*. New York, NY: W.W. Norton & Company. (Reserved: RC488.5.M395 2008; ISBN 0-393-70509-9)

- C. **Journal Articles.** Use keyword search for articles of interest through <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/c.php?g=432685&p=3171275> or <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> (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> (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

VI. Course Requirements (1000 Points Possible)

It is your responsibility to know when assignments are due. All grades are individually assessed but you must show participatory effort in your case practice.

A. Class Participation (100 points)

- This is a clinical class where you will learn, primarily through role-plays and group work, the various therapeutic techniques required for this course.
- You must be present both physically and mentally in each class to learn, practice, and demonstrate the course material and pass.
- If you will be tardy or will miss any classes due to unusual circumstances, please inform the instructor and your group members via email prior to class.
- Each student may have one documented absence during the semester regardless of reason. Unfortunately, quizzes cannot be made up and role-plays dates cannot be rescheduled.
- Cell phones, tablets, and laptops are not to be used during class.
- It is your responsibility to sign the attendance sheet. If you leave class early or come late, this will still count as your absence.
- Be respectful, take risks, and support one another.
- Actively engage in class preparation, group practice activities, and provide feedback on case practices.
- Participate and apply skills with briefly targeted approaches to deal with diverse cases/clients throughout the semester.
- Discuss and reflect on your practice as it is related to promoting clinical practice and social justice.

B. Case Intake Summary (100 points): (Individual) Rubrics on Bb

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

- Email consultation with the professor. (cgrimes@uh.edu) 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.
- After email 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. *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 - Two individually graded papers (125 Points Per Paper)

Purpose: To critically analyze how each of the two modalities are applied in practice, using evidence-based research to support the use of skill applications demonstrated in the assigned class 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 the initial paper to 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. Conclude your first paper (with a focus on Brief Psychodynamic Therapy) 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 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. Videos may be chosen by your instructor for each of your two papers. (Page length suggestion: 5 pages minimum - plus APA references).

D. Process Recordings (50 Points x 2 PR) and Role-Plays (100 points x 2 Role-Plays)

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. **Process Recording (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). Material for your process recording will come from the practice sessions from both inside and outside of your group practice sessions. After you submit your final script specifying the skills/techniques via Bb for a grade.
2. **Role-Plays (100 points x2):** 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 process recording. [****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. Final (150 points) (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 6-8 minutes allotted to each live practice, to demonstrate integrative skills from both modules. Only the worker will receive a grade.

F. Quizzes (10 Quizzes, 10 points each = 100 points) (In Class Individually graded)

Due Date Summary

<u>Case Intake Summary</u>	<u>Process Recording #1</u>	<u>Role Play/ SA #1</u>	<u>Video Analysis Paper #1</u>	<u>Process Recording #2</u>	<u>Role Play/ SA #2</u>	<u>Video Analysis Paper #2</u>	<u>Final</u>	<u>Quizzes</u>	<u>Class Participation</u>
9/8 at 11:59pm	10/6 at 11:59pm (Bb)	10/8 In Class Upload SA by 10/13 at 11:59p	10/18 at 11:59p (Bb)	11/3 at 11:59pm (Bb)	11/5 In Class Upload SA by 11/10 at 11:59pm	11/22 at 11:59pm (Bb)	11/26 In Class	In Class	11/26
100 Points	50 Points	100 Points	125 Points	50 Points	100 Points	125 Points	150 Points	10 Quizzes 100 Points (Total)	100 Points

VII. Evaluation and Grading

Because of the practice nature of this course, no incomplete will be given. You must be in present both physically and mentally in each class to learn, practice, and demonstrate the course material and pass. If you will be tardy or will miss any classes due to unusual circumstances, please inform the instructor via email prior to class.

Each student may have one documented absence during the semester. As mentioned above, you are required to inform instructor and group members when you miss class. For each additional absence, one grade (per absence) will be reduced from the final grade.

Late assignments will not be accepted. 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.

- A = 96-100%
- A- = 92-95.9%
- C+ = 76-79.9%
- C = 72-75.9%

B+=	88-91.9%	C-	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

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

- g. 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 conducts 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 "7397 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.

VIII. Course Schedule and Assignments

Week 1: August 20, 2019

Topics: Review of Syllabus; Introductions; Class Structure and Expectations; Intro to Mentalizing

Required Assigned Readings/Videos

- Review Blackboard and Bring Questions to Class
- Video: Dr. Corey's intake with Stan (Bb)
- Corey (2017) - Introduction and Overview – Chapter 1

Recommended Reading/Videos:

- Article - What is Mentalizing and Why Do It? (Bb)
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Week 2: August 27, 2019

Quiz #1

Topics: Attachment; Therapeutic Alliance; Evidence-Based Practice and Limitations of Evidence-Based Practice; Plain Old Therapy

Assigned Readings/Videos:

- Corey (2017) - The counselor: Person and Professional – Chapter 2
- Corey (2017) - An Integrative Perspective – Chapter 15

Recommended Readings/Videos:

- Video - Jon Allen, PhD – Plain Old Therapy – Presentation to Smith College of Social Work - <https://vimeo.com/142890279>
 - Allen, Jon; Restoring Mentalizing in Attachment Relationships: Treating Trauma with Plain Old Therapy (Ch. 5) - Plain Old Therapy Bb
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Week 3: September 3, 2019

Quiz #2

Topics: Model of Change; Assessment of Strengths, Crisis Intervention Skills, Suicide, Violence; Beginnings in Therapy; Presenting Problems; Goal Development; Race and Ethnicity; At Risk Populations; Ethical Principles in Social Work

Assigned Readings/Videos:

- Corey (2017) - Ethical issues in Counseling Practice – Chapter 3
- Cheung & Leung (2008) – Case Approach – Chapter 2

Week 4: September 10, 2019

Quiz #3

Topics: Case Assignments; Developmental Models; Attachment and Psychotherapy; Genogram interviews; Family-of-Origin interventions; Family Systems

Assigned Readings/Videos:

- Corey (2017) – Family Systems – Chapter 14
- Cheung & Leung (2008) – Family Systems – Chapter 6

Recommended Readings/Videos:

- McGoldrick, Gerson, & Petry (2008). Chapter 3 (The Genogram Interview)
 - Video – Harnessing the Power of Genograms, McGoldrick - <https://uh.kanopy.com/video/harnessing-power-genograms-psychotherapy>
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Week 5: September 17, 2019

Quiz #4

Topics: Review of Psychoanalytic Theory; Contemporary Psychodynamic Models

Assigned Readings:

- Cheng and Leung – Psychodynamic Psychotherapy – Chapter 4
- Corey (2017) – Psychoanalytic – Chapter 4
- Video: Case of Stan (Psychoanalytic) Bb

Recommended Readings/Recommended Videos:

- Integrative Social Work Practice (Ch. 2) - Contemporary Psychodynamic Models
 - Video: Death, Dying, and Grief – Brief Psychodynamic
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Week 6: September 24, 2019

Quiz #5

Topics: Adlerian Theory

Assigned Readings (prior to class):

- Cheung & Leung (2008) – Adlerian – Chapter 5
- Corey (2017) – Adlerian – Chapter 5
- Video: Case of Stan (Adlerian) Bb

Week 7: October 1, 2019

Quiz #6

Topics: Gestalt Therapy; Alternative applications with Empty Chair Techniques

Assigned Readings/Videos

- Corey (2017) – Chapter 8 - Gestalt
- Cheung & Leung (2008) – Chapter 9 – Gestalt
- Video - Case of Stan (Gestalt) Bb

Recommended Readings/Videos:

- Video – Fritz Perls - <https://www.youtube.com/watch?v=8y5tuJ3Sojc>
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Week 8: October 8, 2019

Psychodynamic Class Role Plays

Role play the case with a focus on brief psychodynamic skills applications; Students will also be randomly invited to participate in other cases as a “second” social worker; critique and evaluation; clinical sharing.

Week 9: October 15, 2019

Quiz #7

Topics: Solution-Focused Therapy, Constructivist Theory

Assigned Readings:

- Cheung & Leung (2008) – Solution Focused therapy – Chapter 14
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Week 10: October 22, 2019

Quiz #8

Topics: Solution-Focused Therapy, Formulations

Assigned Readings:

- Corey (2017) - Postmodern Approaches – SFT
-

Week 11: October 29, 2019

Quiz #9

Topics: Person-Centered Therapy; Narrative Therapy

Assigned Readings:

- Corey (2017) – Person Centered Therapy – Chapter 7
 - Corey (2017) - Post-Modern Approaches – Chapter 13 (Narrative Therapy)
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Week 12: November 5, 2019

Solution-Focused Role-Plays

Role play the case with a focus on Solution-Focused Psychotherapy skill applications; Students will also be randomly invited to participate in other cases as a “second” social worker; critique and evaluation; clinical sharing

Week 13: November 11, 2019

Quiz #10

Topics: Integrative Practice, Supervision, Termination

Assigned Readings:

- Corey (2017) - Integrative Approach in Working with Stan – Chapter 16
-

Week 14: November 19, 2019

Topics: Integrative Practice, Supervision, Termination

Assigned Readings:

- Blackboard Readings
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Week 15: November 26, 2019

Final Role Plays

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

Assignment	EPAS Competency	Learning Dimension	Level of Practice (Comp 6-9)
Activity: Case Intake Summary	Competency 2	Cognitive/Affective Processes, Values, Skills	
Assignment: Dialogue Script and Case Practice	Competency 6 Competency 7	Knowledge, Cognitive/Affective Processes, Values, Skills Knowledge, Cognitive/Affective Processes, Values, Skills	Individuals, Families, Groups Individuals, Families, Groups
Live Practice: Demonstrations of specific skills and techniques	Competency 1 Competency 2	Knowledge, Values, Skills Knowledge, Cognitive/Affective Processes, Values, Skills	

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.