I. Course
   A. Catalog Description
      Cr. 3(3-0). Prerequisite: Foundation; Prerequisite or Concurrent with SOCW
      7324 (Clinical Applications of DSM in Social Work). 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,
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 able 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 course will follow the following structure.
   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 (BPT) 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:

B. Recommended Books: (E-Book Link: 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.9781585624836


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 eBook page, click at “+2008” and then “2008”
- Click at each section/chapter of the book and the “PDF Full text” link

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**
All grades are individually assessed, and you must show participatory effort in your case practice.

A. **Class Participation**

1. Attend all the classes! If you miss any class due to unusual circumstances, please inform the instructor. Undocumented absences will result in a reduction of the final grade. If you miss 3 or more classes you will need to withdraw from the class or fail the class.
2. Actively engage in class participation, 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.

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

B. Case Intake Summary (20% of the final grade)

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

- You may schedule an individual consultation meeting with the instructor (first two weeks, face-to-face or phone) 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 NOT A REQUIREMENT, HOWEVER IF YOU WOULD LIKE FEEDBACK ON YOUR SUMMARY CONTACT THE INSTRUCTOR**
- Submit a Case Intake summary 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 (see example). 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.

C. Dialogue Script and Case Practice (Individual) (20% of the final grade)

Purpose: To practice BTI approaches in order to gain insight through the application of specific skills/techniques from each module.

- **Script**: Each student will receive a case (from the professor), and prepare a practice script to show practice skills from one of the modules. After the class practice, submit your final script specifying the skills/techniques for a grade. Within the dyad each person will have the opportunity to be the therapist. Once as Psychodynamic, and the second person will be the therapist in Solution Focused.
- **Practice**: Pair with another student with your assigned case, to demonstrate skills from each module in 8-10 minutes assuming it is in the middle of a clinical session. Apply your skills but do not read directly from your script.
- **Social Worker as Supervisor**: In class, you will be randomly invited to provide clinical feedback to the Social Worker as part of your class participation.

D. Live Practice (20% of the final grade) (individual)

Purpose: To demonstrate skills from both modules in a clinical situation with confidence and competence
a. **Practice as a Worker:** Each student will practice as a clinician in class (with a "live practice" case randomly assigned by the instructor from the case intakes, not the same as your dyad case). Using the entire **5 minutes allotted** to each live practice, you must demonstrate **integrative skills** from both modules.

b. **Supervision Practice:** Each student will be assigned a separate case as supervisor to provide constructive comments based on the case practice in class.

c. **Written Feedback:** The instructor will provide written feedback to each student as therapist.

E. **Quiz 1 and 2** (each quiz is 10% of the final grade – total 20% of final grade)

F. **Video Analysis Papers** (each paper is 10% of the final grade – total 20% of final grade) – 2 individual papers

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 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 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. Write your first paper (with a focus on BPT) with suggested skills that can be used when you are dealing with diverse client’s needs and challenges when only limited time is available for interventions; 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.).

**Evaluation and Grading**

Because of the practice nature of this course, participation is mandatory, so attendance to all classes is strongly advised.

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

- **A = 96-100%**
- **A- = 92-95.9%**
- **B+= 88-91.9%**
- **B = 84-87.9%**
- **B- = 80-83.9%**
- **C+ = 76-79.9%**
- **C = 72-75.9%**
- **C- = 68-71.9%**
- **D = 64-67.9%**
- **F = Below 64%**

**VII. 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.

VIII. 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 contradicts 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;

f. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;

g. 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

h. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;

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; miss helving 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.

IX. Course Schedule and Assignments

Course Schedule (See schedule on the last pages of this syllabus) Additional readings will be assigned in class. Schedule is subject to change and students are responsible for checking course progresses during class meetings. If you miss a meeting it will be the responsibility of the student to find out what was missed from classmates.

X. 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.

XI. 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

Week 1 August 19, 2019 – Theoretical Orientation
Transtheoretical Clinical Practice; Case Approach with Multicultural Expectations
Read/Watch
1. Corey - Ch. 1 (Introduction and overview)
2. Video#1 Dr. Corey’s intake with Stan (write down clinical skills)
3. Intake summary sample
To Do:
• Sign-up: Form a dyad for the case practice assignments
• Set up individual consultation (20 minutes – if desired)
• Ch. 2 The Counselor: Person and Professional
• Ch. 3 Ethical Issues in Counseling Practice
• Intake interviewing skills

Week 2 August 26, 2019 - Ethical Practice and Case Consultation
1. Corey (2017). Ch. 2 (The counselor: Person and professional)
2. Corey (2017). Ch. 3 (Ethical issues in counseling practice)
3. Discussion on Case Summary
To Do:
1. Corey Chapter 7 Person Centered
2. Case Summary due 9/10/2018 – first draft

Week 3 September 2, 2019 - Labor Day – NO CLASS

Week 4 September 9, 2019 – Crisis Intervention lecture – Person Centered lecture
To do: CASE SUMMARY FIRST DRAFT DUE
To Do:

Week 5 September 16, 2019 - BPT
Genogram interviews; Family-of-Origin interventions
Read:
1. Corey – Ch. 5 (Adlerian)
2. Corey Ch. 14 (Family Systems)

To Do:
1. Video#6: Case of Stan (Adlerian)
2. Video: Family Systems

Week 6 September 23, 2019
Discussion/lecture – Adlerian and Family Systems
To do:
Corey: Ch. 8 (Gestalt)
Corey: complete lectures and role play

Week 7 September 30, 2019 - BPT
CASE PRESENTATIONS: PSYCHODYNMAIC
To Do:
Corey Ch. 13 (SFT)
Prepare for Quiz – to be taken in class

Week 8 October 7, 2019 – Module 2 – Solution Focused - SFT
1. **Quiz 1**

Week 9 October 14, 2019 – SFT
Postmodern Approaches
Solution-focused Alternative Methods
FINAL DRAFT OF CASE SUMMARY

To Do:
Prepare SFT case demonstrations

Week 10 October 21, 2019 – SFT Case Demonstrations
Case demonstrations (SFT): Role play the case with a focus on SFT skill applications

Week 11 October 28, 2019 - Transtheoretical Integration
Review skills and techniques from BPT and SFT modules
Multicultural practice evaluation
1. Corey (2017). Ch. 16 (Integrative Approach in Working with Stan)
2. Clinical Supervision – Lecture
   To Do:
   1. Preparing for your live practice. 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.
   2. Prepare for Quiz 2

Week 12 November 4, 2019

**Quiz 2**
Complete discussion on Live Practice – completing lectures and roll plays

To Do:
Think about the importance of endings in therapy and how BP and SFT have helped you reflect experiences with case closure. If your supervisor has guided you with your own life issues, how do you modify these skills in responding to clients with an awareness of the importance and meaning of closure?

Week 13 November 11, 2019 - Preparation for Live Practice
2nd Video paper due
To Do: Discuss completing therapy -

Week 14 November 18, 2019
Supervision discussion – article to be assigned in class

Week 15 November 25, 2019
Live practice

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>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: Case Intake Summary</td>
<td>Competency 2</td>
<td>Cognitive/Affective Processes, Values, Skills</td>
<td></td>
</tr>
<tr>
<td>Assignment: Dialogue Script and Case Practice</td>
<td>Competency 6 Competency 7</td>
<td>Knowledge, Cognitive/Affective Processes, Values, Skills Knowledge, Cognitive/Affective Processes, Values, Skills</td>
<td>Individuals, Families, Groups Individuals, Families, Groups</td>
</tr>
<tr>
<td>Live Practice: Demonstrations of</td>
<td>Competency 1 Competency 2</td>
<td>Knowledge, Values, Skills</td>
<td></td>
</tr>
</tbody>
</table>
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.