



COURSE TITLE/SECTION: SOCW 7397/24905 TRANSTHEORETICAL SOCIAL WORK
PRACTICE: Brief Targeted Interventions (A required course in Clinical Practice Track)

Time: Tuesday 1-4pm Room 229

FACULTY: Dr. Monit Cheung, Ph.D.,
LCSW, Professor

OFFICE HOURS: SW 424: Mondays 12-1pm
Tuesdays 12-1p or 4-6pm or email the instructor
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Please check your email address registered under your PeopleSoft account. Your instructor will communicate with you via your UH email address.

I. Course

A. Catalog Description

Cr. 3(3-0). Prerequisite: Foundation; Provides theoretical content to gain knowledge and develop advanced clinical skills in the application of Crisis Intervention, Brief Psychodynamic Theory and Solution-Focused Therapy.

B. Purpose

This course is designed 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 Crisis Intervention, Brief Psychodynamic Theory and Solution-Focused Therapy.

II. Course Objectives

Selected Theories for this course are:

- Crisis Intervention: Theories & Practice
- Brief Psychodynamic Theory & Practice
- Solution-Focused Therapy: Theory & 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)

Crisis Intervention: Theories and Practice

Module Description: Crisis intervention is an integral approach in any social work practice setting. Social work students and practitioners need working knowledge of the crisis model since many clients do not seek help until a crisis exists. This course will provide theoretical and practical content that will enable students to gain knowledge, understanding, and skill in relation to crisis intervention in social work practice. Students will have an opportunity to practically apply the six step crisis intervention model through a variety of case vignettes.

Module Objectives: Upon completion of the 4 week module students will be able to:

1. Identify and discuss the theoretical and conceptual underpinnings of crisis intervention.
2. Define crisis and differentiate between the four domains of crises.
3. Delineate the goals of the six step crisis intervention model and psychological first aid model.
4. Explore the process of assessment and develop appropriate crisis intervention strategies for a range of crises.
5. Demonstrate a multicultural approach to crisis intervention.

Brief Psychodynamic Theory & 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 the 4 week 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: Theory 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 4 week 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, integrating assessment to intervention, utilization of transtheoretical approaches in multicultural situations, processes of change, and clinical learning.

IV. Course Structure

Classes will be a course in combination of lecture, discussion, role play, case interviews, and audiovisual media. Lecture content will serve primarily to highlight the key concepts/techniques, clarify questions or issues from assigned readings and assignments, and provide time for practice and presentations. Students are expected to integrate theories into practice through role play, live interviews, clinical exercises, and

practice evaluation.

V. Textbook and Required Readings

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.

Required Textbook:

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole. (ISBN: 978-0840028549)

Recommended Books:

(C&L) 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:

- Log on to <http://info.lib.uh.edu>
- Click on "catalog" and type "Multicultural Practice & Evaluation" in the "Title" index box.
- Click the 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

(MGP) McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention*. New York, NY: W.W. Norton & Company. (ISBN 0-393-70509-9) (Students who have learned about genogram construction in the past do not need to buy this book)

(P&N) Prochaska, J.O., & Norcross, J.C. (2014). *Systems of psychotherapy: A transtheoretical analysis*. Pacific Grove, CA: Brooks/Cole. Reviewed the first chapter free at <http://www.cengagebrain.com/shop/isbn/9781133314516>

Required Readings on Transtheoretical Concepts:

Cancer Prevention Research Center. (2007). Summary overview of the transtheoretical model. (Also click at the detailed overview for more information) <http://www.uri.edu/research/cprc/transtheoretical.htm>

Change Assessment Measure. (2007). University of Rhode Island Change Assessment. <http://www.uri.edu/research/cprc/Measures/urica.htm>

Other Required Readings and Videos will be posted on Blackboard.

VI. Course Requirements

Please check all due dates on Blackboard Learn.

A. Class Participation (15%)

1. If you miss any classes due to unusual circumstances, an email must be sent to the instructor and make-up assignments will be assigned for the documented excuses. For undocumented absences, one grade (per absence) will be reduced from the final grade. Withdraw/Fail (W/F) will be assigned if the student did not attend classes that require practice and/or practice observations.
2. If you miss any assignments, you cannot pass this course and must re-take it when this course is offered again.
3. You must be actively engaged in class preparation exercises, practice activities, and class discussions throughout the course.
4. Each student must participate and apply skills transtheoretically to deal with diverse cases throughout the semester and also at the end of the semester. You are also expected to verbally discuss and reflect on your transtheoretical practice in class before submitting your reflection paper.

B. Video Analysis Reflection Papers x 3 (One per module) (30%)

Purpose: To critically analyze how different modalities are applied in practice through different case scenarios, use evidence-based research to support transtheoretical skills, and provide reflections on the use of each of these three treatment modalities. Each student will be assigned a video-clip under each module and write a reflection paper ([see Dr. Cheung's guidelines on the last page of this syllabus](#)). You must cite required reading materials PLUS at least one empirical journal article related to the specific treatment modality to explain its relevance to your reflection.

C. Case Demonstration Project (55%)

This requirement has 4 parts:

1. **Intake Summary (10%):** Individually, you will write a real-life case from your personal or past experience that can be assessed and intervened with a brief-targeted approach. Case information must include basic demographics and a thorough description of the presenting problem(s), psychological observations, pertinent interpersonal relationships, and external influences that may have impacted the client. Real names and identifying information must be modified to maintain anonymity of the case. The instructor will assign a case number to each case; i.e., student's name will not be included. In class, each case summary will be anonymously assigned to another student for feedback based on content clarity, relevance of case information, and writing style (including grammar and spelling). The instructor will send these comments to the case-owner for

final revision and submission.

2. **Transtheoretical Role Plays (15%) and Dialogue Script (10%):** Each student will be randomly assigned a case as the social worker. The student who is assigned the case as social worker will prepare a dialogue including both the social worker's and the client's parts, with the dialogue incorporating one, two, and/or three modalities for transtheoretical practice, depending on the timing of the practice (see course schedule). Three students will form a group to role play their cases in class with the prepared dialogues. Only the student playing the social worker for the case he/she wrote dialogue for will be graded for the role play. The student playing the client will not be graded for that role. Other students may also be randomly invited to role play as a social worker in any of the cases presented in class. After all three class practices, each student will submit **ONE** transtheoretical dialogue script he/she wrote that incorporates skills learned from these modalities on the assigned case as a worker.
3. **Live Practice (10%):** Each student will conduct a live interview in class (for 5 minutes) to demonstrate the transtheoretical applications of skills learned in this course. You will consult with the instructor to finalize your five-minute demonstration of the transtheoretical skills based on these three treatment modalities.
4. **Reflection Paper (10%):** Each student will write a short paper (3-4 pages) reflecting on your learning in this entire course, with particular attention to the multiple roles demonstrated in this process, such as being a social worker with transtheoretical practice skills for this role, being a client and the feelings associated with this role, being a supervisor to assist the worker in utilizing appropriate skills in the small group preparation process, and being the case-owner observing the interventions in action. You must critique your use of specific theories and techniques (with references) focusing on strengths and areas for improvement. This is a self-reflection paper that includes your intellectual and professional discovery during this experience.

Please follow proper APA styles. Download a short summary of APA (6th edition) prepared by Dr. Cheung at:
<http://www.uh.edu/socialwork/community/cwep/current-students/index.php>
(click at "APA format for citation")

VII. Evaluation and Grading

Because of the practice nature of this course, no incomplete will be given and students must attend all classes. If you miss any class without an excusable

reason, you will get an automatic F. Late assignments will suffer a one-point deduction per day (including weekends and holidays, if any), unless prior approval has been obtained from the instructor. A point-system will be used to evaluate your performance. All assignments are graded using a set of rubrics for that specific assignment. Assignment rubrics are posted on Blackboard under each assignment. If you encounter any technical difficulties with Blackboard, please find solutions by calling the UH Help Desk at 713-743-1411 and inform the instructor immediately by an email.

Grading System:

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	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%

VIII. Policy Addendum:

ADA Policy: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

Policy on grades of I (Incomplete)

Due to the practice nature of this course, an "I" will be assigned if the student misses the case practice as a worker or client.

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 complete in the course. The grade of "I" may not be changed to a grade of **W**.

POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others,

and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment, or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

Course Schedule (Additional readings will be posted on Bb Learn under “**Learning Modules**”; Check Bb Learn for all due dates) **Subject to Change (As of 8/14/2014)**

Class Date	Content	Reading	Preparation & Assignment
Meeting1 8/25-8/30 Dr. Cheung: 8/26	Orientation & Introduction <ul style="list-style-type: none"> • Transtheoretical framework & practice • A “case approach” with multicultural expectations • Ethics and principles • Review course syllabus 	Corey Ch1 C&L Ch2, Ch3 P&N Ch1 Bb readings	Find two other group members by end of this week and sign up with the instructor; students without a group will be assigned a group by the instructor
Meeting2 9/2-9/8 Dr. Cheung: 9/2	Core Skills in Clinical Practice <ul style="list-style-type: none"> • Intake • Assessment • Interviewing skills Case Summary <ul style="list-style-type: none"> • Feedback 	Case summary (example posted on Bb) C&L pp.28-29 Bb readings	Complete and bring the first draft of your case summary to class
Meeting3 9/9-9/15 Dr. Cheung: 9/9	Module 1: Crisis Intervention Theories and applications	Bb readings C&L Ch8, 9	Due: Case summary submitted via Bb by 11:59pm, 9/9
Meeting4 9/16-9/22 Dr. Cheung: 9/16	Sharing Clinical Observations		Due: Video Analysis #1
Meeting5 9/23-9/29 Dr. Cheung: 9/23	Role-play #1 All groups; Students may also be randomly selected to other cases as a social worker		Group: Prepare and bring dialogues (Module 1) to class for practice; Provide feedback for other cases
Meeting6 9/30-10/6 Dr. Cheung: 9/30	Module 2: Brief Psychodynamic Theories and applications Genogram Interviews	Corey Ch4, 5 C&L Ch4, 5, 6 MGP Book Bb Readings	
Meeting7 10/7-10/13 Dr. Cheung: 10/7	Sharing Clinical Observations		Due: Video Analysis #2

Class Date	Content	Reading	Preparation & Assignment
Meeting8 10/14-10/20 Dr. Cheung: 10/14	Role-play # 2 All groups; Students may also be randomly selected to other cases as a social worker		Prepare and bring dialogues to class for practice; Provide feedback for other cases
Meeting 9 10/21-10/27 Dr. Cheung: 10/21	Module 3: Solution-Focused Theories and applications	Corey Ch13 C&L Ch14 Bb Readings	
Meeting10 10/28-11/3 Dr. Cheung: 10/28	Sharing Clinical Observations		Due: Video Analysis #3
Meeting11 11/4-11/10 Dr. Cheung: 11/4	Role-play #3 All groups; Students may also be randomly selected to other cases as a social worker		
Meeting12 11/11-11/17 Dr. Cheung: 11/11	Individual Meeting with the Instructor Individually, students are required to discuss and rehearse the techniques to be used in the assigned case with the instructor.	Please schedule your appointment with the instructor	
Meeting13 11/18-11/24 Dr. Cheung: 11/18	Transtheoretical Integration: Live Practice		Due: Transtheoretical Dialogue Script
Meeting14 11/25-12/1 Dr. Cheung: 11/25	Live Practice (continued if needed) Final Clinical Reflections Five-way Learning		
Meeting15 12/2-12/6 Dr. Cheung: 12/2	Wrap up: <ul style="list-style-type: none"> • Multicultural practice • Evaluating strengths and limitations 	Bb Readings Corey Ch15 C&L Ch15	Transtheoretical Questions (in-class; not graded) Due: Reflection Paper (12/12)

*Textbook abbreviations can be found under Required Books.

**Topics are tentative depending on progress

**Dr. Monit Cheung's Section
Fall 2014**

Select one video from each module to prepare your answers. Please make sure to include at least one journal article to support your analyses.

Module 1: Crisis Intervention

1. If there was a therapeutic question posted in your video selection, please talk about the questions.
2. Based on the reading what crisis intervention skills did you see being used?
3. Had this situation been carried to a conclusion and the counselor continued with the same intervention, do you think the situation would have improved? Why or why not?
4. What would you have done or said differently and why?

Module 2: Brief Dynamic Therapies

How does a person's family of origin affect this person's relationships with or perceptions toward others? Give specific genogram interview strategies or questions that can help a client talk through past experiences in the family (of origin).

Module 3: Solution Focused Therapy:

When a miracle question technique is used, what would be five different miracle questions that a social worker could ask to achieve the therapeutic purposes of:

Using miracle questions to:	Solution-Focused Questions
Assess the client's logical thinking pattern	
Determine the workable or achievable outcomes	
Utilize the client's strengths	
Help the client find his/her own solutions	
Mobilize resources that can enhance client's actions	