



**COURSE TITLE/SECTION:** SOCW 7397/24907 TRANSTHEORETICAL SOCIAL WORK  
PRACTICE: Brief Targeted Interventions (A required course in  
Clinical Practice Track)

**TIME:** Saturday 9:00am-12:00 pm

**FACULTY:** Bonnie Byrne, LCSW

**OFFICE HOURS:** By appointment

**E-mail:** [bjbyrne@uh.edu](mailto:bjbyrne@uh.edu)

**Phone:** 281-384-0820

Please check your email address registered under your PeopleSoft account. Your instructor will communicate with you via your UH email address.

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**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 this 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 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: 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 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. Textbooks 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* (9<sup>th</sup> 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/9780495601876>

**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 syllabus and/or with professor.

**A. Class Participation (20%)**

1. If you miss any classes due to unusual circumstances, an email must be sent to the instructor and make-up assignments may 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 integrated with information of: 1) your first reaction toward this case, 2) knowledge, skills and values demonstrated by the worker, 3) nonverbal behaviors of the client that the worker should pay attention to, 4) worker's strengths, and 5) skills to be used differently if you were the worker. 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 (50%)**

**This requirement has 4 parts:**

1. **Intake Summary (10%):** Individually, you will write a case from your personal or past experience (can be real life example) 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. This must provide all pertinent information in order to write a dialogue.
2. **Role Plays (10%) and Dialogue Script (10%):** Students will divide into groups of two. The groups will be divided into 3 sections; Crisis Intervention, Brief Psychodynamic, and Solution Focus. Each section will work with the same summary which will be provided by the professor. The students will write a dialogue for the module they are assigned and make an 8-10 minute presentation to the class. At the end of the presentation the written dialogue will be handed in to the professor.
3. **Skills Practice (10%):**  
Using the case summary you provided each student will write a script using all three modalities. This will be done in class and emailed to

the professor.

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, 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 (6<sup>th</sup> 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. 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.

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 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**.

#### **IX. 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.

#### **X. Americans with Disabilities Statement**

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.

**Course Schedule** (Additional readings will be assigned by the professor; check with the professor or the syllabus for due dates) **Subject to Change (As of 8/17/2014)**

<b>Class Date</b>	<b>Content</b>	<b>Reading</b>	<b>Preparation &amp; Assignment</b>
Meeting 1 Byrne 8/30	<b>Orientation &amp; Introduction</b> <ul style="list-style-type: none"> <li>• Transtheoretical framework &amp; practice</li> <li>• A “case approach” with multicultural expectations</li> <li>• Ethics and principles</li> <li>• Review course syllabus</li> </ul>	Corey Ch 1	Find one other student to form a group for the semester group projects
Meeting 2 Byrne 9/6	<b>Core Skills in Clinical Practice</b> <ul style="list-style-type: none"> <li>• Intake</li> <li>• Assessment</li> <li>• Interviewing skills</li> </ul> <b>Case Summary</b> <ul style="list-style-type: none"> <li>• Feedback</li> </ul>	Case summary (example posted on Bb) Bb readings	Bring the first draft of your case summary to class for discussion
Meeting 3 Byrne 9/13	<b>Module 1: Crisis Intervention</b> Theories and applications	Bb readings C&L Ch8, 9	<b>Due</b> Case summary: submitted to professor
Meeting 4 Byrne 9/20	<b>Sharing Clinical Observations</b>		<b>Due:</b> Video Analysis #1
Meeting 5 Byrne 9/27	<b>Role-play #1</b> 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
Meeting 6 Byrne 10/4	<b>Module 2: Brief Psychodynamic Theories and applications</b> <b>Genogram Interviews</b>	Corey Ch 4,5 Bb Readings	Bring Personal Life Script Questionnaire printed from Bb to be worked on in class

<b>Class Date</b>	<b>Content</b>	<b>Reading</b>	<b>Preparation &amp; Assignment</b>
Meeting 7 Byrne 10/11	<b>Sharing Clinical Observations</b>		<b>Due:</b> Video Analysis #2
Meeting 8 Byrne 10/18	<b>Role-play # 2</b> 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 Byrne 10/25	<b>Module 3: Solution-Focused</b> Theories and applications	Corey Ch13 Bb readings	
Meeting 10 Byrne 11/1	<b>Sharing Clinical Observations</b>		<b>Due:</b> Video Analysis #3
Meeting 11 Byrne 11/8	<b>Role-play #3</b> All groups; Students may also be randomly selected to other cases as a social worker		
Meeting 12 Byrne 11/15	Role-play #3 Continue		
Meeting 13 Byrne 11/22	Skills practice - done in class - transtheoretical integration		In class writing of dialogue using all 3 modules
Meeting 14 Byrne 11/29	NO CLASS		
Meeting 15 Byrne 12/6	<b>Wrap up:</b> <ul style="list-style-type: none"> <li>• Multicultural practice</li> <li>• Evaluating strengths and limitations</li> </ul>	Bb Readings Corey Ch15 C&L Ch15	Transtheoretical Questions <b>Due:</b> Reflection Paper 12/6

\*Textbook abbreviations can be found under Required Books.

\*\*Topics are tentative depending on progress