

**COURSE TITLE/SECTION:** SOCW 7304 (25287) Transtheoretical Social Work Practice: Brief Targeted Interventions (A required course in Clinical Practice Track)

**TIME:** Tuesdays 1:00pm – 3:45pm Rm: 107a

**FACULTY:** Dr. Monit Cheung,  
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**OFFICE HOURS:** Mondays

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**Please Check the most updated syllabus and print a copy of it before the first day of class**

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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 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 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, 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**

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:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder* (5<sup>th</sup> ed.). Washington, DC: Author.  
(E-Book Link: <http://guides.lib.uh.edu/socialwork>)

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 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

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)

Prochaska, J.O., & Norcross, J.C. (2014). *Systems of psychotherapy: A transtheoretical analysis* (8th Edition). Pacific Grove, CA: Brooks/Cole.

#### **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.

- B. 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. Schedule an individual meeting with the instructor if you would like to brainstorm case contents or talk about the suitability of your case for clinical practice.
- C. Role Play Dialogue: Case Demonstration (One per module) (3x10% =30%)**  
Purpose: To practice transtheoretical approaches in class in order to gain insight for applying specific skills and techniques.

Three students will form a group to role play a case assigned by the instructor. The group will script a 5-minute social worker-client vignette and demonstrate the skill/technique in a role-play. (You may invite additional students to help if needed). The same case will be used for three modalities. Other students in class will be randomly invited to role play as a social worker in any of the cases presented in class. Students must email the draft script to instructor in advance (see Rubrics). Once the instructor approves it, students can finalize the script and bring a hard copy of the dialogues to class to practice. The instructor and class will provide feedback similar to case staffing. Please follow the example and template posted on Blackboard.

- D. Video Analysis Reflection Papers x 2 (2 x 15%=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 the three treatment modalities.  
Each student will be assigned two video-clips and write two reflection papers 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. Each student 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.

- E. Live Practice (10%)** Each student must conduct a live interview in class (8 minutes) to demonstrate the transtheoretical applications of skills learned in this course.

- F. Reflection Paper (5%)** Each student will write a short paper (1-2 pages)

reflecting on your learning in this entire course. You must critique your use of specific theories and techniques focusing on strengths and areas for improvement. This is a self-reflection paper that includes your intellectual and professional discovery during this class experience

## VII. Evaluation and Grading

Because of the practice nature of this course, no incomplete will be given and students must attend all in-class meetings. If you miss any class, you will get an automatic F. Please see a note posted after the class schedule for additional conditions. 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. If you encounter any technical difficulties with Blackboard, please find solutions by calling the UH Help Desk at 713-743-1411 or [support@uh.edu](mailto:support@uh.edu), and inform the instructor immediately by an email.

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

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. 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. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

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

**X. 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 presentations, 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. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the 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; Schedule is subject to change and students are responsible for checking course progress.)

**Week 1: August 25, 2015**

Topics: Orientation & Introduction; Transtheoretical framework and practice; A “case approach” with multicultural expectations; Ethics and principles; Review course syllabus

Readings:

- Cheung & Leung (2008). Chapters 2, 3 (A case approach; Practitioners as practice evaluators)
- Corey (2013). Chapters 1, 2, 3 (Introduction and overview; The counselor: Person and professional; Ethical issues in counseling practice)
- CPRC (2007). Detailed overview of TM
- Prochaska & Norcross (2010). Chapter 1 (Defining and comparing the psychotherapies)

Preparation:

- Review the “Intake Summary Example” in the “Assignments” folder on BB
  - Bring in a real-life case from your personal or past experience that can be assessed and intervened with a brief-targeted approach. Conduct an intake assessment
  - Form a group of three
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**Week 2: September 1, 2015 (Due: Intake Summary)**

Topics: Module 1 – Crisis Intervention; Theories and application; Intake assessment; Interviewing skills

Readings:

- Corey (2013). Chapter 7 (Person-Centered Therapy)
- Cheung & Leung (2008). Chapter 8 (Person-centered theory)
- Other readings posted on Blackboard
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Video:

- Disaster Mental Health and Crisis Stabilization for Children (Microtraining Associates, 2007) (58 mins)

**Week 3: September 8, 2015**

Topics: Videos analysis; Case approach to demonstrate use of CI techniques (each student will be assigned a confidential case). Consult with the instructor in developing the role-play script.

**Week 4: September 15, 2015 (Due: Case demonstration script)**

Topics: Case demonstration (CI); students will be randomly invited to participate in other cases as a social worker or client; critique and evaluation; clinical observations

**Week 5: September 22, 2015 (Due: Case demonstration script)**

Topics: Case demonstration (CI); students will be randomly invited to participate in other cases as a social worker or client; critique and evaluation; clinical observations

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**Week 6: September 29, 2015**

Topics: Module 2 - Brief Psychodynamic; Theories and application; Genogram interviews

Readings:

- Cheung & Leung (2008). Chapters 4, 5, 6 (Psychodynamic; Adlerian; Family systems theories)
- Corey (2013). Chapters 4, 5, 14 (Psychoanalytic; Adlerian; Family systems therapies)
- McGoldrick, Gerson, & Petry (2008). Chapter 3 (The Genogram Interview)
- Other readings posted on Blackboard

Website:

- Genograms. (<http://www.genograms.org/index.html>)

Videos:

- Dream Analysis and Counseling (Microtraining Associations, 1994)
- Psychodynamic Counseling and Psychotherapy (Microtraining Associations, 2004)

In-class activity:

- Genogram assessment on assigned case

**Week 7: October 6, 2015 (Due: Video analysis reflection paper #1)**

Topics: Video analysis; Consult with the instructor in developing the role-play script

**Week 8: October 13, 2015 (Due: Case demonstration script)**

Topics: Case demonstration (BP); students will be randomly invited to participate in other cases as a social worker or client; critique and evaluation; clinical observations

**Week 9: October 20, 2015 (Due: Case demonstration script)**

Topics: Case demonstration (BP); students will be randomly invited to participate in other cases as a social worker or client; critique and evaluation; clinical observations

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**Week 10: October 27, 2015**

Topics: Module 3 – Solution-Focused; Theories and application

Readings:

- Cheung & Leung (2008). Chapter 14 (Solution-focused approach)
- Corey (2013). Chapter 13 (Postmodern approaches)
- Other readings posted on Blackboard

Videos:

- I'd Hear Laughter (Psychotherapy.net, 1994)
- Irreconcilable Differences (Psychotherapy.net, 1994)
- Solution-Focused Brief Counseling: Two Actual Interviews with a Child (Microtraining

Associates, 2005)

**Week 11: November 3, 2015 (Due: Video analysis reflection paper #2)**

Topics: Video analysis; Consult with the instructor in developing the role-play script

**Week 12: November 10, 2015 (Due: Case demonstration script)**

Topics: Case demonstration (SF); students will be randomly invited to participate in other cases as a social worker or client; critique and evaluation; clinical observations

**Week 13: November 17, 2015 (Due: Case demonstration script)**

Topics: Case demonstration (SF); students will be randomly invited to participate in other cases as a social worker or client; critique and evaluation; clinical observations

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**Week 14: November 24, 2015 Live Practice**

Topics: Transtheoretical interviews with unscripted cases

**Week 15: December 1, 2015 Live Practice and Integration**

Topics: Transtheoretical interviews with unscripted cases; review skills and techniques from all three modules (CI, BP, SF); Multicultural practice evaluation; Self-reflection

Readings:

- Cheung & Leung (2008). Chapter 15 (Developing multicultural competency)
- Corey (2013). Chapter 15 (Integrative perspective)
- Prochaska & Norcross (2010). Chapter 16 (Comparative conclusions)

Video:

- Integrative Therapy (Allyn & Bacon, 2007)

In class:

- Self-reflection paper (learning in this entire course, strengths, areas for improvement, intellectual and professional discovery)
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**\*Must attend all classes to pass this course**

\*\*Topics are tentative depending on progress