

**LOYOLA UNIVERSITY CHICAGO**
 **SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Social Work Practice Skills with Individuals and Families**

**SOWK 503**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:** Syllabus developed by Priscila Freire and Christie Mason

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:** 3 credits

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:** None\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**COURSE DESCRIPTION**

This introductory micro practice course begins by focusing on the development of core skills for social workers in their encounters with individuals and families. Initially, students will learn about the therapeutic use of self. The course will then focus on building students’ skills at developing and sustaining effective working relationships with a variety of economic and cultural backgrounds. Drawing on assessment skills learned in Assessment of Client Concerns in Context, students will learn the elements of a treatment plan and how to set realistic and measurable goals in collaboration with clients. Finally, students will be exposed to various theoretical models as they apply to intervention with individuals and families. Throughout the course, client concerns will be considered through the lenses of person-in-environment, intersectionality, social justice, trauma-informed practice, and the strengths perspective.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 4.0: Engage in Practice-Informed Research and Research-Informed Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Reflection on the Engagement Stage  | Knowledge and Skills |

**Competency 6.0: Engage with Individuals and Families**

|  |  |  |
| --- | --- | --- |
| **Assignment** |  Reflection on the Engagement Stage  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Managing Challenging Encounters with Clients | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 8.0: Intervene with Individuals and Families**

|  |  |  |
| --- | --- | --- |
| **Assignment** |  Managing Challenging Encounters with Clients | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Final Paper: Interventions and Outcomes | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 9.0: Evaluate Practice with Individuals and Families**

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| --- | --- | --- |
| **Assignment** |  Final Paper: interventions and Outcomes | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

 **A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Reflection on the Engagement stage** (6-8 pages, 20 points)

**Part A – Interview (**2-3 pages)

Interview a social worker in your agency or someone you know with a focus on the process they use to engage a client. Ask the social worker to describe an experience when the engagement of the client was challenging as well as a time when it went smoothly. How does the social worker describe and explain the difference between the two situations? What are strategies social workers use to manage their internal responses to clients as they engage them? ***Please be sure to inquire about how the social worker addresses some aspect of diversity*** (culture, age, gender, etc.) ***in engaging clients, as well as how some aspect of social justice influences the way they engage clients***.

**Part B – Bibliography (**2 – 3 pages)

Create an annotated bibliography on engagement, using five sources from professional journals. At least one of the articles must also include an aspect of social justice (poverty, discrimination, racism). Summarize the content of each article in one paragraph. Compare the points made in the article with your findings of the social worker’s experience.

**Part C – Reflection on learning (**2 pages)

Based on what you learned from the interview and your research, what steps would you take to engage a client in the initial sessions? Be specific about details regarding introductions, explanations of the proposed social work/client interaction. What is important to know about the client in the initial sessions? What strengths do you think you will bring to the engagement process? What concerns do you have about this initial stage of contact with clients? What strategies do you consider managing your concerns?

**Managing challenging encounters with clients** (6-8 pages, 30 points)

Social workers often interact with clients who are emotionally dysregulated, angry, or unwilling participants in social work intervention. It is essential that social workers learn skills for managing these difficult encounters with clients in ways that attempt to build rapport, assist clients with regulation, and harness motivation for change. In this assignment, students will be provided case vignettes by the instructor and address the following questions for each:

1) What personal response do you have to this client encounter? How would you feel if you were the social worker? What thoughts might you be having? If you were to respond without first stopping and reflecting, what might your initial reaction be?

2) What internal dialogue could you use to manage any initial reactions you might have to the challenging encounter? What other resources may be available to assist you?

3) How do you understand the client’s behavior? Can you identify: a need the client might be experiencing, a goal the client is trying to achieve, environmental conditions that are influencing the client’s interaction with you, and/or a trauma history that influences behavior?

4) Which core values from the Code of Ethics appear to be relevant to this case? Based on class material, what strategies might you use to interact with the client as a social work professional? Provide a rationale for use of these strategies. What outcome do you hope to achieve via use of these strategies?

5) Building on the previous item, what would you say or do in response to the client? End your paper with a verbatim transcript of your words or actions as a response to the client.

**Vignette 1:** Robert is a 36-year-old Latino man who has been required to pursue social work intervention as a condition of his continued eligibility for a kidney transplant. He has been on a transplant list for 6 years, during which time he also has been arrested once for domestic violence toward the mother of his 4-year-old child. Robert reported receiving anger management counseling as part of a plea deal related to the DV; he said counseling taught him that his relationship with his son's mother is toxic and that he needs to minimize interacting with her “because she’s crazy.” Recently, Robert screamed at the dialysis social worker, prompting the transplant team to refer him to therapy. Robert tells you he is meeting with you to satisfy the team so that he can proceed with his transplant, but that he sees it as unnecessary. According to Robert, the team is not responsive to his concerns and the only way to make himself heard is by being loud and angry. As evidence that the team is not responding, Robert said one of his physicians prescribed a medication for him that is dangerous when taken with a medication prescribed by another physician on his team. Robert says he’s the one who realized the mistake, adding, “They don’t give a shit about me. They’re not even paying attention. It’s up to me to look out for myself.” Robert reiterates that being demanding is the only effective way to interact with the team. Robert wants to know how many sessions he must complete to satisfy them. When you share that the referring psychiatrist suggested a minimum of six months of treatment, Robert explodes, “Six months! This is bullshit! I’ve been waiting six years for a kidney. They’re going to make me wait longer because of some stupid counseling. F\*@k that.”

**Vignette 2:** Hannah is a 16-year-old girl who was adopted at age 3 from the child welfare system due to her biological mother’s substance use and neglect. Hannah’s adoptive mother-initiated treatment because of increased conflict between them and concern about “poor judgment” by Hannah in peer interactions. When you meet with her alone, Hannah is talkative, describing poetry she’s writing for a school magazine, her enjoyment of cooking, and her interactions with nieces and nephews whom she babysits. She mentions some new friends she met at the community center, indicating excitement at finding people “who get me.” When Hannah’s mother joins the session, she expresses concern about these friends, saying, “Hannah, I had to come and get you at a park at 10 p.m. in the rain because you left the community center without permission, to spend time with kids I don’t even know. That’s not ok.” Hannah insists they weren’t doing anything wrong. Her mother says, “That’s not the point. It was fifty degrees, dark and raining. I didn’t know where you were, or who you were with. It’s not safe.” When her mother delivers the news that Hannah is grounded from the community center for the next month, but that her friends are welcome to come to Hannah’s house to socialize, Hannah begins to wail. “What? Mom, no! I don’t want them to come to our house. It’s so lame. You and dad are always around, there’s nothing cool to do. You HAVE to let me go be with them. My friends are the only thing that helps my depression.” When her mother reiterates the offer for peers to come to Hannah’s home, Hannah begins to sob. Between sobs, she chokes out, “You’re ruining my life.”

**NOTE:** If you have relevant practice experience that you would like to use in place of one of the vignettes, please discuss it with your instructor.

***Final Paper: Intervention & Outcomes Paper*** (10-12 pages, 40 points)

Practice and treatment decisions are linked directly to the assessment of the needs of a case. This assignment recognizes the relationship between the clinician’s ongoing assessment and the practice decisions that are made. Students will be asked to consider the best fit between the presenting problem, theory, and how to measure outcomes with the client.

This paper aims to build student skills on how to incorporate assessment findings into an action plan. The plan will include goals, objectives, and interventions, as well as measurable outcomes to determine progress toward change. Using a case from your field placement or a client from a prior professional role (i.e., volunteer work) address each category below. Make sure to select a case for which you have enough data to determine goals. To deepen an understanding of the multidimensional aspects of client functioning, the assessment overview must also convey intersections of any of the client’s social identities (e.g., race, ethnicity, class, sexual orientation, disability, etc.), and subsequent sections should include attention to these intersecting identities as relevant (e.g., attending to the composition of study participants in reviewing research findings).

**Please use each heading below:**

**Assessment overview.** Provide a summary of the needs of the case on no more than one page.

**Theory selection rationale.** In one paragraph, state the theory you would select to address the problem areas of the case. How is the theory a good fit to address the client’s needs? Consider other factors that impact your choice of theory, such as time available to provide the service and agency/program restrictions.

**Review of theory and empirical support.** Support your theory selection through *empirical* research findings on its *effectiveness/efficacy*. In other words, what were your research findings on the use of this theory to address the problem areas of your case? What does the research say about how effective that approach is to address the problem(s) on which you are planning to focus on your service plan?  (3-5 citations are required).

**Application of theoretical concepts to the presenting problem.** After selecting a theory, explain how it guides your efforts to address the presenting problem. For example, if the theory is CBT, what ideas of this theory inform your approaches to address the presenting problem?

**Service plan template and narrative.** Copy and paste [the service plan template](https://loyolauniversitychicago-my.sharepoint.com/%3Aw%3A/g/personal/pfreire_luc_edu/EftEga7pPpRBtqH-NwCRIfEBdP7i8CoE5lHFHn3w1Hs8fg?e=M4cohf) posted on Sakai and incorporate it into your paper.Once you complete the service plan, write a narrative below it explaining your thinking.

**Service Plan.** Using the service plan template, write in the goals, objectives, interventions, and outcome sections of the service plan. Make sure to link your objectives to the goals and the interventions to the objectives (see the service plan examples posted on Sakai). Stated differently, each goal will have its own objectives and interventions. Each objective will have its own outcomes.

**Outcome measures.** *Establish behavioral outcomes***.** Establish outcomes in behavioral terms. One way to think about this is to ask, “What will behavior *look like* when it has changed?” For example, a solution-focused measure to determine a decrease in yelling: “Using a rating scale the family will report a decrease in yelling on a rating from an 8 at assessment to a 3.” Whichever approach you choose as a measure, make sure that it is concrete enough that progress can be quantified. (There is a service plan example on Sakai).

**Self-evaluation of your work**. Explore and reflect upon your clinical skills and efforts in the treatment stages of the work with your client. Speculate areas that you think could be challenging given the client’s problem areas and your skill and personal experiences. What portions of the service planning process were most challenging for you? Were there countertransference issues as you decided on what the problems were and how to address them? Also include an honest contemplation about challenges to self, regarding ethnocentric, racist, heterosexist, ageist, classist, and any other assumptions that we bring and must be tempered with our professional knowledge base, as this awareness influences our ideas about the client’s potential for change. Remember we *all* bring pre-conceived notions about other people!

Limit your service/treatment paper to **10-12 pages**. Please use APA format and use a minimum of **five** sources. If you use a client from your field, please disguise the client – do not use names and change details that are descriptive without changing the relevance of those details to the relationship with the client.

**Attendance and Participation** (10 points)

Student preparation for class and engaged discussion with colleagues and instructors is a key component of effective social work education. Students are encouraged to ask questions, make comments, and respond to peers in both large and small group discussions and activities. Students’ participation will be graded by the instructor at the end of the semester, based both on the quality and quantity of student participation and their respect for peers during class discussions.

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage Learning.

**RECOMMENDED TEXT(S)**

[List the recommended text(s) here]

####

#### **COURSE SCHEDULE**

**Module 1**

**Community Immersion Program** (NOTE: FA SEMESTER ONLY, ADJUST SCHEDULE FOR SP and SU)

Based on a teaching framework designed to prepare urban teachers to engage students attending urban schools in Chicago (Lee, 2018), as well as the philosophical underpinnings of Paolo Freire as discussed by Freire, (1970,2018); Hagar (2012) and Clonan-Roy, Jacobs & Nakkula (2016), the proposed, 5-day immersion program offers MSW students an introduction to social work across micro, meso and macro domains. The community immersion program will expose students to relevant community interactions, readiness skills, and necessary self-care tactics beneficial to social work education and careers. As a result of the immersion experience, it is expected that students will begin subsequent course work with an initial awareness of social work field interactions and pertinent philosophies (i.e., person-in-environment, self-awareness) associated with social work education and practice with marginalized and disenfranchised communities.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Reflect upon their forthcoming experiences in the social work program.
2. Self-reflect about personal biases, assumptions, stereotypes, privileges, and the impact it may have upon their continued personal and professional growth as a social worker.
3. Assess the meaning and importance of safe and brave classroom spaces and the positive role students can contribute to promoting such spaces in the classroom, field, and beyond.

**Required Resources**

* Brave Space: Classroom Basics [https://medium.com/@amarquez628/brave-space-classroom-basics-b1fba7c9ac5b](https://medium.com/%40amarquez628/brave-space-classroom-basics-b1fba7c9ac5b)
* Bussey, S. R. (2020). Finding a path to anti-racism: [Pivotal childhood experiences of White helping professionals](https://journals.sagepub.com/doi/pdf/10.1177/1473325020923021?casa_token=yxUhh7HPHkUAAAAA:7LJnaliFOnfE2aXJOeVK2BcleVEhirMe-TybRXa233VesjSzk8X1cEvIdttjMVStxzqoRYxGwmlPyA). *Qualitative Social Work*, 1473325020923021.
* Case Assignment “I’m a Social Worker” from: Wolfer, T., Franklin, L., & Gray, K. (2013). [*Decision Cases for Advanced Social Work Practice: Confronting Complexity*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=1). Columbia University Press.

Please read the following sections:

1. To Students: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=18>

2. Introduction to the Cases: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=20>

3. I’m a Social Worker: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=124>

* Freire, P. (2018). Chapter 1[. *Pedagogy of the oppressed*](https://www.campfireconvention.uk/sites/default/files/Friere_pedagogy.pdf)(pp. 43-69). Bloomsbury publishing USA.
* Pryce, J. M., Gilkerson, L., & Barry, J. E. (2018). [The mentoring FAN: A promising approach to enhancing attunement within the mentoring system](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_01488376_2018_1472174&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Journal of Social Service Research*, *44*(3), 350-364.
* Gilkerson, L., & Pryce, J. (2020). [The mentoring FAN: A conceptual model of Attunement for youth development settings.](https://nightingalementoring.mau.se/files/2020/12/The-mentoring-FAN-a-conceptual-%20model-of-attunement-for-youth-development-settings.pdf) *Journal of Social Work Practice*, 1-16.
* Safe and Brave Spaces [https://medium.com/@amarquez628/safe-and-brave-spaces-b9a3b51e107f](https://medium.com/%40amarquez628/safe-and-brave-spaces-b9a3b51e107f)

**Required Podcast**

* Singer, J. B. (Host). (July 19, 2020). #127 - Both/And or Either/Or: Social Work and Policing [Audio Podcast]. *Social Work Podcast.* Retrieved from <https://www.socialworkpodcast.com/2020/07/socialworkpolicing.html>

**Required Videos**

* Watch on Facebook with live comments:<https://business.facebook.com/swpodcast/videos/310765373631603/>
* Watch on YouTube [SD] with captions: <https://youtu.be/daaZ-vNTDrU>

**Module 2**

**Overview of course, overview of helping process, common factors, EBP (research literacy)**

This module will provide an overview of the course, the helping process, factors that cut across models of intervention to influence practice outcomes, and the inclusion of research in selection of interventions.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify steps in the helping process, from exploration through implementation and termination.
2. Describe the process of evidence-based practice as it applies to clinical social work.
3. Discuss common factors that influence the effectiveness of therapeutic interventions.
4. Identify skills required for working with individuals and families from culturally diverse backgrounds.

**Required resources**

* Hepworth et al., Chapter 3 – Overview of the helping process.
* Sue, D. W., Sue, D. & Sue, D. (2012). Multicultural Evidence-Based Practice (pp. 233-258). [Counseling the culturally diverse: Theory and practice](https://solidaritywoc.medium.com/filling-our-cups-4-ways-people-of-color-can-foster-mental-health-and-practice-restorative-healing-64e5e7584127). Hoboken, NJ: Wiley & Sons.
* Singer, J. B. (Host). (2011, March 9). The process of evidence-based practice: An interview with Danielle E. Parish, Ph.D. [Episode 65]. *Social Work Podcast.* Podcast retrieved Month Day, Year, from <http://socialworkpodcast.com/2011/03/process-of-evidence-based-practice.html>
* Spencer, M. (2008). [A social worker's reflections on power, privilege, and oppression.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_215268993&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Social Work- Albany New York. 53*(2), 99.

**Recommended resources**

* Wike, T.L., Bledsoe, S.E., Manuel, J.I., Despard, M., Johnson, L.V., Bellamy, J.L., & Killian-Farrell, C. (2014). [Evidence-based practice in social work: Challenges and opportunities for clinicians and organizations](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A366434647&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Clinical Social Work Journal, 42*(4), 161-170.
* Drisko, J. (2013, September 03). Common Factors in Psychotherapy. [*Encyclopedia of social work*](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9920257313402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en)*.* Retrieved 27 Jan. 2021, from https://oxfordre-com.flagship.luc.edu/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-877.

**Module 3**

**Engagement (across modalities, e.g., online), empathy, attunement, listening**

This module will teach students strategies for engaging individuals and families across identities and modalities, focusing on the use of empathy and attunement.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe strategies for engaging individuals and families with intersecting identities.
2. Describe strategies for engaging individuals and families across modalities.
3. Articulate the role of empathy and attunement in establishing rapport with individuals and families.
4. Improve ability to accurately convey empathy.

**Required resources**

* Hepworth, Chapter 5 – Building blocks of communication: conveying empathy and authenticity.
* Maheu, M., Drude, K., Hertlein, K., & Hilty, D. (2018). [A framework of interprofessional telebehavioral health competencies: Implementation and challenges moving forward](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_springer_primary_2018_40596_42_6_988&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Academic Psychiatry, 42*(6), 825–833. https://doi.org/10.1007/s40596-018-0988-1
* Mometrix Academy (2017, October 11). [Counselor: Basic skills of a counselor](https://www.youtube.com/watch?v=lJXSf-cx8V8) [Video recording]. Retrieved from <https://www.youtube.com/watch?v=lJXSf-cx8V8>
* Pandit, M., Chen-Feng, J., Kang, Y., Knudson-Martin, C., & Huenergardt, D. (2014). [Practicing socio-cultural attunement: A study of couple therapists.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A391405827&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) *Contemporary Family Therapy, 36*(4), 518–528. https://doi.org/10.1007/s10591-014-9318-2

**Recommended resources**

* Eriksson, K., & Englander, M. (2017). [Empathy in social work.](https://doi.org/10.1080/10437797.2017.1284629) *Journal of Social Work Education, 53*(4), 607-621.
* Gerdes, K. & Segal, E., (2011). [The importance of empathy.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_863249337&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) *Social Work, 56*(2), 141-148
* Corcoran, J. (2012). [Helping skills for social work practice](https://luc.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=10506732640002506&institutionId=2506&customerId=2505). Part 2: Engagement.

**Module 4**

**Communication skills (styles of communication, cultural influences) with clients and colleagues in the field**

In this module, students will learn verbal following skills, and explore the impact of culture on selection of communication skills to use with clients.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Apply verbal following skills (reflective listening, open-ended questions, seeking concreteness, summarizing) to case material.
2. Recognize the impact of culture on communication.
3. Apply social work ethics to decision-making about communication.

**Required resources**

* Hepworth, Chapter 6: Verbal following, exploring, and focusing skills.
* Lee, E., & Horvath, A. O. (2014). [How a therapist responds to cultural versus noncultural dialogue in cross-cultural clinical practice](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=95678457&scope=site&custid=s8448101). *Journal of Social Work Practice*, *28*(2), 193–217. https://doi.org/10.1080/02650533.2013.821104
* Francis, L. (2017). [What clinical social workers should know about their clients](https://www.youtube.com/watch?v=VZHCf1pTUkM). Smith College School of Social Work Anti-Racism Lecture [video recording]. (3:50)
* Pope, K. S., Keith-Speigel, P. (2008). [A practical approach to boundaries in psychotherapy: Making decisions bypassing blunders, and mending fences.](https://loyolauniversitychicago-my.sharepoint.com/%3Ab%3A/g/personal/pfreire_luc_edu/EbAa_hdkHNVFnxrO-NV76C0BMlgnqFt35iCmlIYKKjNXZg?e=zo7By9) *Journal of Clinical Psychology: In Session, 64*(5), 638-652.

**Module 5**

**Managing challenging client encounters: emotional dysregulation, anger, conflict**

This module will build students' capacity to manage difficult client encounters, particularly those in which the client is angry or dysregulated.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Demonstrate ability to respond professionally and therapeutically to individual and family expressions of anger and conflict.
2. Identify strategies for assisting individuals and families in improving regulation of emotional state.
3. Discuss the role of culture in expressions of distress.

**Required resources**

* Hepworth et al., Chapter 18 – Managing barriers to change.
* NASW (2013) Managing clients who present with anger. *Tools and Techniques* Retrieved from <https://www.socialworkers.org/assets/secured/documents/practice/managingangerinclients.pdf>

# [Szczygiel](https://www.socialworker.com/topics/pamela-szczygiel/), P. (2018). [The Profound Act of Sitting With Difficult Emotions and the Value of Process in Social Work Practice.](https://www.socialworker.com/feature-articles/practice/the-profound-act-of-sitting-with-difficult-emotions-and-value-of-process-in-social-work-practice/) *The New Social Worker*. Retrieved from: <https://www.socialworker.com/feature-articles/practice/the-profound-act-of-sitting-with-difficult-emotions-and-value-of-process-in-social-work-practice/>

* Ashley, W. (2014). [The angry black woman: The impact of pejorative stereotypes on psychotherapy with black women*.*](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_19371918_2011_619449&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) *Social Work in Public Health*, 29*(1),* 27-34.

**Recommended resources**

* Sewell, K.M. (2020). [Examining the place of emotions, affect, and regulation in social work education](https://doi.org/10.1080/10437797.2019.1627262). *Journal of Social Work Education, 56*(1), 5-16.
* Koprowska, J. & van Nijnatten, C. (2019). [Emotion and discourse: Analysing social work up close](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=139784797&scope=site&custid=s8448101). *Journal of Social Work Practice, 33*(4), 363-368.

**Module 6**

**Managing challenging client encounters - using motivational interviewing, strengths**

Following a brief review of the Transtheoretical Model, students will be introduced to Motivational Interviewing as an intervention strategy for working with clients in precontemplation or contemplation within the stages of change.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate the principles of Motivational Interviewing.
2. Discuss the fit between MI and social work values.
3. Identify ASAM treatment principles that are addressed by MI.
4. Recognize the use of MI skills in a demonstration video.

**Required resources**

* Carroll, K. M., Ball, S. A., Nich, C., Martino, S., Frankforter, T. L., Farentinos, C., & Polcin, D. (2006). [Motivational interviewing to improve treatment engagement and outcome in individuals seeking treatment for substance abuse: A multisite effectiveness study.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_2386852&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Drug and Alcohol Dependence*, 81(3), 301-312.
* Kim, J.S. & Bolton, K.W. (2019). Strengths perspective. *Encyclopedia of social work.* Retrieved from <https://oxfordre-com.flagship.luc.edu/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-382?rskey=ZOHebL&result=1>
* Miller, W. R., & Rollnick, S. (2012). [Part 1. *Motivational interviewing - Helping people change*](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21113844060002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) (pp. 1-36). New York, NY: Guilford press.
* Smith, D.C., Hall, J.A., Jang, M. & Arndt, S. (2009). [Therapist adherence to a motivational-interviewing intervention improves treatment entry for substance-misusing adolescents with low problem perception.](https://doi.org/10.15288/jsad.2009.70.101) *Journal on Studies on Alcohol and Drugs, 70*(1), 101-105.
* Center for Substance Abuse Treatment (2001). [Quick guide for clinicians based on TIP 35: Enhancing motivation for change in substance abuse treatment.](https://store.samhsa.gov/sites/default/files/d7/priv/sma12-4097.pdf)

**Recommended resources**

* Hohman, M. (2012). [Applications of motivational interviewing. Motivational interviewing in social work practice.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21113062860002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US)

**Module 7**

**Stages of Change**

This learning module will introduce students to the Stages of Change model of care, how to best identify which stage a client may be at, and how to work with them to move forward across stages and/or recovery.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify the Stages of Change and discuss their use within social work intervention
2. Assess where a client is at within the SOC
3. Identify and formulate appropriate treatment goals resulting from assessment of where client is in SOC

**Required resources**

* Connors, G. J. (2013). [*Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=1104227) (2nd Ed.). Chapter 2. The Stages of Change (p. 16-50), The Guilford Press.
* Krebs, P.A., Norcross, J.C., Nicholson, J. M., & Prochaska, J.O, (2018). [Stages of change and psychotherapy outcomes: A review and metanalysis](https://libkey.io/libraries/19/articles/241629208/full-text-file?utm_source=api_148). *Journal of Clinical Psychology, 74*(11), 1964-1979.
* DiClemente, C. C., Nidecker, M., & Bellack, A. S. (2008). [Motivation and the stages of change among individuals with severe mental illness and substance abuse disorders](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_gale_infotracacademiconefile_A173150296&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US). *Journal of Substance Abuse Treatment*, 34(1), 25-35.

**Recommended resources**

* Carney, M. M., & Kivlahan, D. R. (1995). [Motivational Subtypes Among Veterans Seeking Substance Abuse Treatment: Profiles Based on Stages of Change.](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_614399768&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US) *Psychology of Addictive Behaviors*, 9(2), 135-142.
* Podcast: [Prochaska and DiClemente's Stages of Change Model for Social Workers](https://socialworkpodcast.blogspot.com/2009/10/prochaska-and-diclementes-stages-of.html)

**Module 8**

**Treatment planning - Advocacy, case management & problem solving (partializing, goals, objectives, interventions, outcomes)**

This module focuses on advocacy, case management and problem-solving as core social work skills.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the purpose and function of case management and advocacy in work with individuals and families.
2. Describe the use of technology to provide case management and advocacy services to social work clients.
3. Apply principles of case management and advocacy to a client case.
4. Recognize and describe the purpose and function of goals.

**Required resources**

* Hepworth et al., Chapter 14 – Developing resources, advocacy, and organizing as interventions strategies.
* Ingram, B.L. (2012). Clinical case formulations matching the integrative treatment plan to the client. [Part One: Case Formulation Skills](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=879000#ppg=21)
* Chapter 1 (A Framework for Clinical Case Formulations)
* Chapter 3 (Defining Problems)
* Dickey, l, Singh, A., Chang, S., & Rehrig, M. (2017). [Advocacy and social justice: The next generation of counseling and psychological practice with transgender and gender-nonconforming clients](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_apa_psycbooks_2016_13386_013&context=PC&vid=01LUC_INST:01LUC&lang=en). In Affirmative counseling and psychological practice with transgender and gender nonconforming clients (pp. 247–262). American Psychological Association. <https://doi.org/10.1037/14957-013>

**Recommended resources**

* Bender, K., Schau, N., Begun, S., Haffejee, B., Barman-Adhikari, A., & Hathaway, J. (2015). [Electronic case management with homeless youth](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A412056089&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Evaluation and Program Planning, 50*, 36–42. https://doi.org/10.1016/j.evalprogplan.2015.02.002
* Brattelboro Retreat (27 October, 2016). Keep Talking: Black Minds Matter - Psychological Costs of Racial Injustice [video recording]. [https://www.youtube.com/watch?v=hP4Uj-vD0BA&feature=youtu.be](https://www.youtube.com/watch?v=hP4Uj-vD0BA&feature=youtu.b) (33 min 48 sec)
* NASW (2013). NASW Standards for SW Case Management: <https://www.socialworkers.org/LinkClick.aspx?fileticket=acrzqmEfhlo%3D&portalid=0>

**Module 9**

**Treatment planning - Formulating a treatment plan, using perspectives, models & theories in practice.**

In this module, students will learn to formulate a culturally sensitive and empirically supported treatment plan with goals, objectives, and interventions using a person-in-environment framework.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Create collaborative, positively stated goals and objectives matching the social worker’s assessment.
2. Select a change strategy to facilitate goal attainment, utilizing a person-in-situation and person-in-environment framework.
3. Describe the role of theories and models in informing goals and interventions.
4. Formulate a service plan.
5. Utilize empirically supported change strategies with clients, including with diverse groups and minors.
6. Critically appraise practice research as a guide for treatment planning

**Required resources**

* Hepworth et al., Chapters 12 – Developing goals and formulating a contract.

 Chapter 13 – Planning and implementing change-oriented strategies.

**Required Podcast**

* Singer, J. B. (Host). (2009, June 21). Theories for clinical social work practice: Interview with Joseph Walsh, Ph.D. [Episode 52]. *Social Work Podcast*. Podcast retrieved Month Day, Year, from <http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html>

**Recommended resources**

* Ingram, B.L. (2012). Clinical case formulations matching the integrative treatment plan to the client. [Part One: Case Formulation Skills](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=879000#ppg=21)

Chapters 6 (Creating the Formulation)

Chapter 7 (Writing the Treatment Plan)

**Module 10**

**Treatment planning - Psychodynamic theory**

This module will introduce students to psychodynamic theory and its application to treatment planning and work with marginalized populations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe the basic principles of psychodynamic theory and practice.
2. Identify context and biases inherent to psychodynamic theory.
3. Apply principles of psychodynamic theory to formulation of goals, objectives and interventions in a client service plan.
4. Examine the fit between psychodynamic theory and work with marginalized populations.

**Required resources**

* Leichsenring, F. & Klein, S. (2014). [Evidence for psychodynamic psychotherapy in specific mental disorders: A systematic review](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_1502610680&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Psychanalytic Psychotherapy, 28*(1), 4-32.
* Shedler, J. (2006). That was then, this is now: Psychoanalytic psychotherapy for the rest of us. Retrieved February 10, 2021 from <https://jonathanshedler.com/wp-content/uploads/2020/07/Shedler-That-was-then-this-is-now-R10.pdf>
* Alessi, E., & Kahn, S. (2019). Using psychodynamic interventions to engage in trauma-informed practice. *Journal of Social Work Practice*, *33*(1), 27–39. https://doi.org/10.1080/02650533.2017.1400959

**Required Podcast**

* Singer, J. B. (Host). (2012, June 25). Psychodynamic therapy for vulnerable, at-risk and oppressed populations: Interview with Joan Berzoff, M.S.W., Ed.D. [Episode 72]. *Social Work Podcast.* Podcast retrieved Month Day, Year, from <http://socialworkpodcast.com/2012/06/psychodynamic-therapy-with-vulnerable.html>

**Recommended Resources**

* Hepworth et al., Chapter 17 – Additive empathy, interpretation, and confrontation
* Puder, D. (Producer) (19 September 2018). Psychiatry and Psychotherapy Podcast. What is psychodynamic theory? Interview with Allison Maxwell-Johnson. Retrieved from: <https://www.psychiatrypodcast.com/psychiatry-psychotherapy-podcast?offset=1560365280068>
* Tasso, A.F.& Jurist, E.O. (2017). [The application of psychodynamic psychotherapy within a preexisting primary care assessment and treatment approach](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_1780819698&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Psychoanalytic Psychology, 34*(4), 499-505.
* Therapist [Katherine Helm](https://video-alexanderstreet-com.eu1.proxy.openathens.net/search?ff%5b%5d=personFilter:katherine-helm&sort=title_asc), [Matt Englar-Carlson](https://video-alexanderstreet-com.eu1.proxy.openathens.net/search?ff%5b%5d=personFilter:matt-englar-carlson&sort=title_asc), Produced by [Alexander Street](https://video-alexanderstreet-com.eu1.proxy.openathens.net/channel/alexander-street), [In Counseling: Theories in Action](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213831351102506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (Alexandria, VA: [Microtraining Associates](https://video-alexanderstreet-com.eu1.proxy.openathens.net/channel/microtraining-associates-osf), 2018), 1 hour 52 minutes

**Module 11**

**Treatment planning - Cognitive behavioral, third-wave CBT**

This module will introduce students to cognitive-behavioral and related theories and their application to treatment planning and work with marginalized populations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the basic principles of cognitive-behavioral theory and practice.
2. Identify context and biases inherent to cognitive-behavioral theory.
3. Apply principles of cognitive behavioral theory to formulation of goals, objectives, and interventions in a client service plan.
4. Examine the fit between cognitive-behavioral theory and work with marginalized populations.

**Required resources**

* Boschen, M.J., Oei, T.P.S. (2008). [A cognitive behavioral case formulation framework for treatment planning in anxiety disorders](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_69652413&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Depression and Anxiety, 25*(10), 811-823.
* Hinton, D., Rivera, E., Hofmann, S., Barlow, D., & Otto, M. (2012). Adapting CBT for traumatized refugees and ethnic minority patients: Examples from culturally adapted CBT (CA-CBT). Transcultural Psychiatry, 49(2), 340–365. https://doi.org/10.1177/1363461512441595

**Required Podcast**

* Singer, J. B. (Host). (2008, March 19). Cognitive-behavioral therapy [Episode 14]. *Social Work Podcast.* Podcast retrieved January 28, 2021, from <http://socialworkpodcast.com/2007/03/cognitive-behavioral-therapy-cbt.html>

**Recommended resources**

* (2015). [Cognitive Behavioral Foundations](https://luc.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-0) [Video file]. The Great Courses. Retrieved February 3, 2021, from Kanopy.
* Wells, K.C., Heilbron, N. (2012). [Family-based cognitive behavioral treatments for suicidal adolescents and their integration with individual treatment.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A283356078&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) *Cognitive and Behavioral Practice, 19*(2), 301-314.

**Module 12**

**Treatment planning using post-modern theories: Solution focused & narrative therapies.**

This module will introduce students to postmodern theories and their application to treatment planning and work with marginalized populations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe the basic principles of solution-focused and narrative theories and practice.
2. Identify context and biases inherent to solution –focused and narrative theories.
3. Apply principles of solution-focused and narrative theories to formulation of goals, objectives, and interventions in a client service plan.
4. Examine the fit between solution-focused and narrative theories and work with marginalized populations.

**Required Resources**

* Corcoran, J. & Pillai, V. (2009). [A review of the research on solution-focused therapy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_gale_infotracacademiconefile_A197756303&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). The British *Journal of Social Work, 39*(2), 234-242.
* Cheung, C.W., & Jahn, S.A.B. (2017). [Closing the acculturation gap: A Solution-Focused approach with East Asian American families](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1177_1066480717697686&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *The Family Journal,* 25(2), pp. 170–78, doi:10.1177/1066480717697686.
* Dišlers, G. (2019). [Discovering the meaning of the narrative therapy in the caritative social work context](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_15181_tbb_v79i3_1892&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Tiltai, 79(3). https://doi.org/10.15181/tbb.v79i3.1892
* Franklin, C., et al. (2019) [Solution-Focused Brief Family Therapy.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_apa_psycbooks_2018_59954_009&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) *APA Handbook of Contemporary Family Psychology: Family Therapy and Training*, vol. 3, (pp. 139–53), American Psychological Association. https://doi.org/10.1037/0000101-009

**Recommended Resources**

* Meehan, T. & Guilfoyle, M. (2015). [Case formulation in post structural narrative therapy](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=99619030&scope=site&custid=s8448101). *Journal of Constructivist Psychology, 28*(1), 24-39.
* Yoshimura, C., & Campbell, K. (2016). [Interpersonal Violence and Sexual Assault: Trauma-Informed Communication Approaches in University Counseling Centers](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_87568225_2016_1221720&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). Journal of College Student Psychotherapy, 30(4), 300–312. https://doi.org/10.1080/87568225.2016.1221720

**Module 13**

**Treatment planning - Family models**

This module will introduce students to theoretical models for working with families and their application to treatment planning and work with marginalized populations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe the basic principles of family theories and practice.
2. Identify context and biases inherent to family theories.
3. Apply principles of family theories to formulation of goals, objectives and interventions in a client service plan.
4. Examine the fit between family theories and work with marginalized populations.

**Required resources**

* Hepworth et al., Chapter 15 – Enhancing family functioning and relationships.
* Roberts, J.; Abu ‐ Baker, K.; Diez Fernández, C.; Chong Garcia, N.; Fredman, G.; Kamya, H.; Martín Higarza, Y.; Fortes de Leff, J.; Messent, P.; Nakamura, S.; Torun Reid, F.; Sim, T.; Subrahmanian, C.; Zevallos Vega, R. (2014). [Up close: family therapy challenges and innovations around the world.](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=98147563&scope=site&custid=s8448101) *Family Process, 53*(3), 544-576.
* Van Hook, M. (2019). [Cultural issues, family structure, and resiliency. *Social work practice with families : a resiliency-based approach*](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213754803402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) (Third edition.), pp. 107-151. Oxford University Press.
* Zafra, J. (2016). [The use of structural family therapy with a Latino family: A case study.](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1521_jsyt_2016_35_4_11&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en) *Journal of Systemic Therapies, 35*(4), 11–21. <https://doi.org/10.1521/jsyt.2016.35.4.11>

**Recommended resources**

* Ludy-Dobson, C.R. & Perry, B.D. (2010). The role of health relational interactions in buffering the impact of childhood trauma. In Gil, E. (Ed.). [*Working with children to heal interpersonal trauma: The power of play*](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_10437797_2016_1215277&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)(pp. 26-43). Guilford Publications.
* Rivett, M. (2018). [Family therapy: Listening to the orchestra](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_informaworld_taylorfrancisbooks_10_4324_9781315728216_2_version2&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). In *Family Therapy Skills and Techniques in Action* (1st ed., pp. 9–22). Routledge. <https://doi.org/10.4324/9781315728216-2>
* Roy, T., Thirumoorthy, A., & Parthasarathy, R. (2017). [Culturally relevant family therapy practice with parents of children and adolescents](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=122248436&scope=site&custid=s8448101). *Indian Journal of Psychological Medicine, 39*(2), 137-142.

**Module 14**

**Treatment planning - Evaluation (+ SSD), termination, and future planning**

This module will cover the importance of goal monitoring, evaluation of social work practice, and future planning with clients as their work with the practitioner comes to an end.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Monitor and measure progress toward goal attainment.
2. Distinguish between outcome, process, and satisfaction forms of evaluation.
3. Assist clients in solidifying gains made in treatment.
4. Assist clients in anticipating future needs and identification of ongoing resources.
5. Describe common termination reactions and how to address them.

**Required Resources**

* Hepworth et al., Chapter 19: The Final Phase: Evaluation and Termination
* Mander, J., Wittorf, A., Schlarb, A., Hautzinger, M., Zipfel, S., & Sammet, I. (2013). [Change mechanisms in psychotherapy: Multiperspective assessment and relation to outcome.](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=85171891&scope=site&custid=s8448101) *Psychotherapy Research*, *23*(1), 105–116.
* Mendelberg, H. (2018). [Outcome research, theory, and evaluation of psychotherapy in praxis.](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=133617161&scope=site&custid=s8448101) *Psychologist-Manager Journal (American Psychological Association)*, *21*(4), 209–228.
* McKinnon, J., & Bay, U. (2013). Social work enabling sustainable ecological living. *Australian Social Work, 66*(2), 153–155. https://doi.org/10.1080/0312407X.2013.795884

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Websites**

**Other**