



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

**Section 22841 Monday 1-4pm Room 107B**

**FACULTY:**

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**OFFICE HOURS:**

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**Section 22843 Tuesday 6-9pm**

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**Section 22840 Monday 9-12noon**

**Section 22842 Tuesday 1-4pm**

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

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**I. Course**

**A. Catalog Description**

Cr. 3(3-0). Prerequisite: Foundation; Prerequisite or Concurrent with SOCW 7324. Provides theoretical content to gain knowledge and develop advanced clinical skills in the application of Crisis Intervention, Brief Psychodynamic Theory and Solution-Focused Therapy.

**B. Purpose**

This course is designed to expose advanced students to evidence-based clinical social work theories and interventions. Emphasis is on the development of clinical social work practice skills in Crisis Intervention, Brief Psychodynamic Theory and Solution-Focused Therapy.

**II. Course Objectives**

Selected Theories for this course are:

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

Upon completion of this course, students will be able to:

1. Understand the role of clinical social workers in the development and utilization of theoretical, conceptual and empirical knowledge base of selected practice theories. (Professional Identity, HBSE)

2. Develop an understanding of the key constructs, concepts, themes, and techniques that characterize the selected theories for transtheoretical applications. (HBSE, Practice)
3. Explore the common factors across the selected theories for practice, including techniques and characteristics for achieving therapeutic outcomes. (Critical Thinking, Practice, Research)
4. Analyze the strengths and limitations associated with selected theories for practice with diverse clients, issues and settings. (Diversity, Practice, Professional Context)
5. Utilize a strengths perspective to select and apply the selected theories with skills and techniques that are used in a culturally competent manner across individual, group, community and societal settings (Diversity, Professional Context, Practice)
6. Demonstrate through hands-on practice the selection and application of various skills and techniques from the selected models for clinical practice. (Critical Thinking, Practice)
7. Identify the potential challenges inherent in the application of selected theories and apply professional and ethical guidelines to address them. (Values & Ethics, Justice, Practice)

### **Crisis Intervention: Theories and Practice**

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

**Module Objectives:** Upon completion of this module students will be able to:

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

### **Brief Psychodynamic Theory & Practice**

**Module Description:** Brief psychodynamic theory relies on the guiding knowledge of clinical practice approaches such as the presence of resistance, the understanding of transference and counter transference, the value of interpretation, and the importance of a strong working therapeutic alliance. Brief psychodynamic therapy allows for a more active and directive role as therapist and engages clients in the therapeutic process in an empathic and collaborative manner. This module will explore the critical themes and techniques which characterize brief psychodynamic therapy. Students will have an opportunity to explore the practical application of specific techniques of brief psychodynamic therapy.

**Module Objectives:** Upon completion of this module students will be able to:

1. Identify and discuss the theoretical and conceptual underpinnings of brief psychodynamic theory.
2. Develop an understanding of the key characteristics, themes, and techniques which characterize brief psychodynamic treatments.
3. Explore case formulation and treatment planning in brief work with clients.
4. Identify the strengths and limitations of brief psychodynamic therapy with diverse clients and issues.

### **Solution-Focused Therapy: Theory and Practice**

**Module Description:** An in-depth examination of solution-focused therapy including history, philosophy, theory, and techniques. Stresses application of learning through experiential methods.

**Module Objectives:** Upon completion of this module, students will be 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, five-way clinical learning.

### **IV. Course Structure**

Classes will be a hybrid 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. Quizzes are posted on Blackboard (Bb) to encourage reading preparation prior to class.

### **V. Textbook and Required Readings**

May order texts through UH Bookstore: <http://uh.bncollege.com>; A copy of these required books and other recommended books have been placed on Reserve at the UH main library.

- (C&L) Cheung, M., & Leung, P. (2008). *Multicultural practice and evaluation: A case approach to evidence-based practice*. Denver, CO: Love Publishing Co.
- (P&N) Prochaska, J.O., & Norcross, J.C. (2010). *Systems of psychotherapy: A transtheoretical analysis*. Pacific Grove, CA: Brooks/Cole. Reviewed the first chapter free at <http://www.cengagebrain.com/shop/isbn/9780495601876>

Required/Recommended Book: (Students who have learned about genogram construction in the past do not need to buy this book)

- (MGP) McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention*. New York, NY: W.W. Norton & Company. (ISBN 0-393-70509-9)

### **Required Readings on Transtheoretical Concepts:**

- Cancer Prevention Research Center. (2007). Summary overview of the transtheoretical model. (Also click at the detailed overview for more information) <http://www.uri.edu/research/cprc/transtheoretical.htm>
- Change Assessment Measure. (2007). University of Rhode Island Change Assessment. <http://www.uri.edu/research/cprc/Measures/urica.htm>

**Other Required Readings and Videos will be posted on Blackboard.**

## **VI. Course Requirements**

All due dates will be discussed in class and on Blackboard.

### **A. Class Participation (10%)**

1. This is an interactive course. You must come to class in order to have the best learning opportunity. If you have to miss any classes you **must** get approval from the instructor. You will be required to submit make-up assignments within an assigned time frame. If the assignment is not submitted an automatic Withdraw/Fail (W/F) will be assigned two weeks after the missed day.
2. If you miss any part of the final in-class meeting(s) to practice your "Transtheoretical Interviews" and 5-way learning, you cannot pass this course. You will be required to re-take the course when it is offered again.
3. You must be actively engaged in all practice activities and participate in class discussions. All students must verbally reflect on their transtheoretical practice and 5-way learning on the last day of class.

### **B. Quizzes (15%)**

Purpose: To prepare content of theories for practice and assess knowledge of key concepts.

Answer all questions posted on Blackboard before the posted due dates. The highest score between two attempts will be graded. Also, bring a copy of the Quiz to class. The quizzes are to encourage you to read and think critically about theory application. The answers will not be reviewed in class; if you have any questions please consult with the instructor individually. A pretest (not-graded) will be posted so you will learn the format and content

of the quizzes. The pretest will help you assess your knowledge about transtheoretical clinical practice.

**C. Role Play Dialogue and Practice (30%)**

Purpose: practice transtheoretical approaches in class in order to gain insight for planning your own case practice.

Three students will form a group. Based on Joe and Mary's case or its variation (see Cheung & Leung, 2008), each group will write a script with dialogues and techniques specified from each of the three practice modalities covered in this course. Each group will prepare a 15-minute role play and bring a hard copy of the dialogues to class to practice. (You may invite additional students to help if needed). After practice, we will discuss the application of the skills. One submission per group with a main focus on the assigned modality; please include names of all group members.

**D. Transtheoretical Case Interviews (45%)**

Purpose: To practice transtheoretical skills in a therapy session and experience **a five-way learning process**. (Learning as client, worker, observer, case-owner, and MSW student).

\*\*\*Please note that the two individual meetings with the instructor are required. These individual meetings can be flexibly arranged based on the instructor's availability. You are encouraged to schedule these individual meetings with the instructor at the beginning of the semester to avoid any scheduling conflicts.

**#1: Case Summary: (10 points)**

Purpose: To enhance your skills in a clinical interview; and address how personal issues may impact professional development.

1. Individual Meeting with the Instructor: The instructor will schedule a consultation meeting with each student. You are required to bring a professionally prepared three-generation [genogram to the meeting](#). Consider a family/personal issue or two for case determination. Confidentiality is strictly enforced; your genogram is solely used to enhance case determination in this 20-minute meeting and should not be included in your case summary for this assignment.
2. Case Summary Preparation: After the individual consultation meeting, you will prepare a case summary using the same format as the case example posted on Bb (one page single spacing with the same sub-headings for uniformity to protect confidentiality). Please use [fictitious names](#) in your summary. The case should represent your personal issues so that you will learn how your personal issue (based on your own situation or that of someone close to you) can affect the use of self in clinical practice.
3. Case Summary Submission: Submit your final case summary by the due date through Bb to receive proper credits. Also bring a hard copy to class. After grading, on the blackboard version, the instructor will revise the content to protect confidentiality, if necessary, and distribute a copy

to the case owner and to each of the two role-play students. **Strict confidence will be maintained.** Please do not share case information with each other.

Grading Criteria: A well-written and professionally prepared case summary (see Rubrics).

## **#2: Practice Interviews (35 Points)**

Purpose: To connect theories to practice from a transtheoretical lens.

Each case will be assigned to two students, one as a client and the other as a social worker to practice in an **8-minute session** so that the case owner and other students can observe directly through watching the interview in the classroom.

1. Individual Meeting with the Instructor: You will meet with the instructor to plan your live interview. You may discuss or rehearse your techniques with the instructor **but not with the assigned "client"** so that you can appreciate the use of transtheoretical approaches in a spontaneous clinical session.
2. Worker's Role: When acting as the worker, you start the case interview as if it is in the middle of a session, so that skills can be demonstrated within the allotted time. You may bring the case summary and other therapeutic materials to the session.
3. Client's Role: Allow the worker to start the conversation and role play accordingly. You may bring the case summary to the session.
4. Supervisor's Role: Each of the other observing students in class is expected to play the role of **an observer or supervisor**. After watching the interview provide brief written feedback to the interviewer. Identify one (or more) strength and one (or more) suggestion.

Grading Criteria: Appropriate therapeutic skills in your worker's case (30 points, see Rubrics); Three therapeutic techniques from at least two theories are the minimum expectations. Please note that two individual consultation meetings with the instructor are required to receive get your final grade for this course. You must prepare a three-generation family genogram and bring it to the first required meeting. You must also perform your professional roles when acting as a client and as a supervisor (5 points each, see Rubrics)

## **VII. Evaluation and Grading**

The practice nature of this course requires that there will be no incompletes given. Students must attend all in-class meetings. Late assignments will suffer a one-point deduction per day (including weekends and holidays, if any), unless prior approval has been obtained from the instructor. A point-system will be used to evaluate your performance. All assignments are graded using a set of rubrics for that specific assignment. Assignment rubrics are posted on Blackboard under each assignment. If you encounter any technical difficulties with Blackboard, please find solutions by calling the UH Help Desk at 713-743-1411 and inform the instructor immediately by an email.

Grading System:

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

### VIII. Policy Addendum:

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

#### **Policy on grades of me (Incomplete)**

**Due to the practice nature of this course, an "I" will be assigned if the student misses the case practice as a worker or client.** The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

#### **POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM**

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

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

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

**Course Schedule** (Additional readings will be posted on Bb Learn under “Learning Modules”; Check Bb Learn for all due dates)

**Subject to Change (August 21, 2013)**

Course TITLE/SECTION SOCW 7397  
Transtheoretical Social Work Practice: Brief Targeted Interventions

Section 22842 Tuesday 1-4pm  
Ms. Bonnie Byrne, LCSW, Instructor  
Phone: 281-384-0820

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

<u>DATE</u>	<u>TOPIC/ACTIVITY</u>	<u>ASSIGNMENTS</u>
August 27	Welcome: Introductions Discuss syllabus, genograms, Trans pre-test, multicultural, Set-up meeting dates Set-up teams for modules	C&L Ch3 MGP Chs 1-2 P&N Chs 1, 14, 16-18 Bb Readings
September 3	Multicultural/trans lecture	Keep up with reading
September 10	CONFERENCES	Continue reading
September 17	Crisis Intervention – Lecture	Quiz 1 – due 9/20
September 24	Crisis Intervention – Dialogues In class	Written Dialogues 9/23
October 1	Crisis Intervention – Dialogues In class	C&L Ch4: P&N Ch 3 MGP Entire Book Bb Readings
October 8	Psychodynamic Lecture	Quiz 2 – due 10/11 Case Summary due 10/7
October 15	Psychodynamic – Dialogues	Written Dialogues 10/18
October 22	Psychodynamic – Dialogues In class	C&L Ch 14; P&N Ch 15 Bb Readings
October 29	Solution Focused – Lecture	Quiz 3 – due 11/8
November 5	Solution Focused – Dialogues In class	Written Dialogues 11/12
November 12	Solution Focused – Dialogues in class	Reading continued



November 19	CONFERENCES	
Novmeber 26	Integrating 3 practice modalities 5-way learning modalities	Live Practice Evaluation Discuss learning
December 3	Integrating 3 practice modalities 5-way learning modalities	Live Practice Evaluation Discuss learning
December 10	IN-CLASS DEBRIEFING	
December 17	Optional Individual meeting With the instructor to discuss Owner's case	

Must attend all classes to pass this course; Textbook abbreviations can be found under Required Books.

\*\*Topics are tentative depending on progress

\*\*\*Two individual meetings are required

**Grading Rubrics: Case Summary**

**Dr. Monit Cheung, PhD, LCSW**

<b>Grading Criteria (10 total points)</b>	<b>Criteria not demonstrated</b>	<b>Basic Level</b>	<b>Proficient Level</b>	<b>Excellent Level</b>
Scholarly writing skills (3 points max)	0: Poorly written; illogical; contain errors and do not flow well	1: Show minimal writing skills for presenting assessment information	2: Present content that demonstrates assessment skills; provide relevant information; structurally need improvement	3: Demonstrate through writing assessment skills; logically organize content; present the case clearly and concisely; provide relevant information
Format (2 points max)	0: Do not meet with the instructor for case selection; Or: No genogram presented at the meeting; Or: Do not follow the format given	1: Discuss the case selection with a scratchy family genogram; Follow the one-page format to prepare the case summary provided in the example; but make a few errors	NA	2: Discuss the case with a detailed family genogram (not to be included in the case summary); Follow the format to prepare the case summary with personal information sealed
Comprehensive intake information (5 points max)	2: Do not include a theme; miss important intake information	3: Include a theme but not focus on clinical practice; Partially include intake information without getting into the problem	4: Adequately address the clinical practice theme; include intake information with sufficient information to work with the client	5: Comprehensively address the intake information with at least two questions (direct quotes) from the client; demonstrate an in-depth understanding of the problem by offering a meaningful and systematic description with a direction for the worker to work from

**Grading Rubrics: Dialogues**  
**Dr. Monit Cheung, PhD, LCSW**

<b>Grading Criteria (10 points each module for three modules)</b>	<b>Criteria not demonstrated</b>	<b>Basic Level</b>	<b>Proficient Level</b>	<b>Excellent Level</b>
Practice-theory integration	0: Do not connect the client-worker dialogues with the assigned module	7: Demonstrate acceptable skills through classroom practice with the assigned module; submit a dialogue script that can be improved	9: Practice the dialogue with the assigned module in a professional manner; submit a dialogue script with few suggested changes	10: Prepare the dialogues in writing in advance and practice it in class in a professional manner; submit a well-written dialogue script with specified techniques that are well-integrated for practice use

**Grading Rubrics: Transtheoretical Interview (As Worker)  
Dr. Monit Cheung, PhD, LCSW**

<b>Grading Criteria (30 total pts.)</b>	<b>Criteria not demonstrated</b>	<b>Basic Level</b>	<b>Proficient Level</b>	<b>Excellent Level</b>
Presentation Style (5 points max)	0: Do not meet with the instructor for case planning or rehearsal 1: Demonstrate some skills but do not use all three theories within the allotted time; Weak posture; Not able to connect with client or supervisors; Not confident	3: Use the allotted time to demonstrate the use of three theories with a good connection with the client; Do not have a good flow between skill applications; Not confident	4: Use the allotted time to demonstrate the use of three theories; Connect with client but not confident at times	5: Use the allotted time to demonstrate the use of three theories; Apply at least three techniques or skills effectively to assess and provide social work interventions; Connect with client and feels with confidence
Assessment from a Professional Standard (15 points max)	0: Have no observable strengths and many weaknesses indicated in the assessment areas	8: Have strengths but also many weaknesses indicated in the assessment areas	10: Satisfactorily pass all assessment areas with more strengths than weaknesses	15: Satisfactorily pass all assessment areas with observable and commendable strengths
Integration of skills in practice (10 points max)	0: Demonstrate the case but do not integrate theories, concepts and techniques in practice	5: Use theories, concepts and at least two techniques to deal with client's issues; Do not effectively demonstrate practice integration	8: Appropriately integrate theories, concepts and techniques to work with client; need more confidence to show skill integration	10: Integrate theories, concepts and techniques to effectively work with the client; Demonstrate critical thinking in flexibly and fluidly applying transtheoretical skills in practice

**Grading Rubrics: Transtheoretical Interview (As Supervisors and Client)**

<b>Grading Criteria (5 total points)</b>	<b>Criteria not demonstrated</b>	<b>Basic Level</b>	<b>Proficient Level</b>	<b>Excellent Level</b>
As Client	0: Not able to connect with the case; not cooperate in the process for learning purposes	1	1	2: Be respectful of the case owner and genuinely present the case as written; follow the worker's lead and respond to questions for achieving the therapeutic goal; use discretion appropriately
As Supervisors	0: Not paying attention to the cases	1	2	3: Use supervisory guidelines to provide feedback to the WORKER of each case (except in the case where you are the worker or client); Be efficient and use strength-based language when providing comments and feedback