Instructor: Bruce L. Bower, MSW, LCSW

Office Number: UTA Counseling Services, 305 Ransom Hall

Office Telephone: 817-272-3671; Fax: 817-272-5523

Email address: bower@uta.edu

Office hours: By appointment; I do make a point of staying after class for additional discussion or questions as deemed necessary.

Course number: SOCW 6325, Section 002; Course ID: 89936; Title: Social Work Advanced Micro Practice.

Time and Place: UTA School of Social Work Complex, Building A, Room 308; Wednesdays, 2:00 PM to 4:50 PM, from August 29, 2012 to December 05, 2012.

Graduate Catalog Course Description:
[This course builds] on the generalist perspective and basic familiarity with social work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct Practice students. Prerequisites: SOCW 5304, SOCW 5310, and SOCW 5551.

Detailed Course Description:
Advanced Micro Practice builds on the generalist perspective and basic familiarity with social work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Therefore, a focus for students in the advanced year is to relate a range of intervention strategies to various client populations relevant to students' work concerns. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection.

Attention is paid to a range of change theories, intervention strategies, and therapeutic techniques employed at individual, couple, and family levels. Emphasis is placed on developing
criteria for selecting intervention strategies that are appropriate to the specific goals of treatment. Application of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior, data-based treatment, and practitioner accountability are common elements emphasized in this course.

**Educational Objectives:**

SOCW 6325 addresses the following educational objectives:

1. Understand the value base of the profession and its ethical standards and principles, and to practice accordingly;
2. Practice without discrimination and with respect, knowledge, and skills related to client's age class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
3. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advances social and economic justice;
4. Understand and interpret the history of the Social Work profession and its contemporary structures and issues;
5. Apply knowledge and skills of the generalist perspective with systems of all sizes;
6. Use theoretical frameworks supported by empirical evidence to understand individual development across the lifespan; the processes within individuals; interactions between individuals; and interactions between individuals, families and groups, organizations, and communities.

This course relates to and advances the program objectives by (1) promoting critical thinking, attention to oppressions and discrimination factors, and evidence-based practice considerations in classroom discussions; and (2) including an **Assessment of Practice Theory** assignment requiring the student to critically evaluate an intervention theory and apply it to a client (where possible).

**Student Learning Objectives:**

By the end of the semester, students should be able to demonstrate the following knowledge areas in their class assignments:

1. An understanding of Social Work practice, the components of practice, and the scope of social workers' activities from historical and contemporary perspectives;
2. The ability to critically evaluate and use selected theories and the scope of social workers' activities from historical and contemporary perspectives;
3. The ability to select, evaluate, and use explanations of human behavior for specific practice situations, i.e. the interventions appropriate for specific conditions and clients, and demonstrate the ability to evaluate practice activities by the use of outcome and process techniques, using the results to modify practice;
4. The synthesis of knowledge and methodological skills to conceptually and operationally distinguish a range of intervention techniques derived from various change methods. This includes the ability to develop and enhance learning skills, to define concepts in operational terms, to translate them into measurable units of social work techniques and practice skills;
5. Complete multidimensional bio-psychosocial assessments with client systems, taking into
account the client system strengths, diversity, and social justice;

6. The understanding of intercultural counseling techniques, as relevant to minority groups, and the relevance of direct practice activities to the Social Work profession and to social justice;

7. Demonstrate an understanding of race, gender, sexual orientation, ability, culture, and other client system characteristics in conducting culturally sensitive, competent, and ethical Social Work practice;

8. Understanding of ethical of race and value-laden decisions of the Social Work profession.

Please note: The course instructor reserves the option to modify the course syllabus throughout the course by adding guest speakers, audio-visual media, instructional technology, or supplemental materials and/or modify assignments or make substitutions as long as course objectives are met and the overall grading criteria are maintained.

Requirements:
The Foundation curriculum is to be complete prior to proceeding to the Advanced (2nd year) Curriculum. Students who have met the course prerequisites are eligible however to enroll in any of the following second-year courses during the final semester of the Foundation curriculum: Advanced Micro Practice (SOCW 6325); Research and Evaluation Methods in Social Work II (SOCW 6324); Social Welfare Policy and Services options, Human Behavior and the Social Environment options; and Community and Administrative Practice (SOCW 6371).

Required Textbooks:


Highly Recommended Supplemental Text:

Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s) Covered</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>August 29</td>
<td>Introduction to the course</td>
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<td>- definitions</td>
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<td>September 05</td>
<td>Classical Psychoanalysis - Freud</td>
<td>Corsini &amp; Wedding, ch.2</td>
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<td><em>(Turner, ch.25)</em></td>
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<td>September 12</td>
<td>Ego Psychology, Self Psychology</td>
<td>Coady &amp; Lehmann, ch.8</td>
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<td>September 19</td>
<td>Object-Relations Theory/Therapy, Attachment Theory/Therapy</td>
<td><em>Readings TBA</em></td>
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<td>Coady &amp; Lehmann, ch.6</td>
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<td><em>(Turner, ch.3)</em></td>
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<td>September 26</td>
<td>Relational Theory &amp; Social Work</td>
<td>Coady &amp; Lehmann, ch.7</td>
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<td><em>(Turner, ch.27)</em></td>
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<td>Interpersonal Psychotherapy</td>
<td>Corsini &amp; Wedding, ch.11</td>
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<td>October 03</td>
<td>Adlerian Individual Psychology</td>
<td>Corsini &amp; Wedding, ch.3</td>
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<td>October 10</td>
<td>Jungian Analytical Psychology</td>
<td>Corsini &amp; Wedding, ch.4</td>
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<td>October 17</td>
<td>Ecological systems/Family systems</td>
<td>Corsini &amp; Wedding, ch.12</td>
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<td>Coady &amp; Lehman, ch.4</td>
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<td><em>(Turner, ch.15)</em></td>
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<td>October 24</td>
<td>Family Preservation (no discussion paper), Crisis Intervention (no discussion paper)</td>
<td>Coady &amp; Lehmann, ch.19</td>
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<td>October 31</td>
<td>Behavior Theory/Therapy</td>
<td>Corsini &amp; Wedding, ch.7</td>
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<td>Coady &amp; Lehmann, ch.9</td>
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<td><em>(Turner, ch.7)</em></td>
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<td>Cognitive Therapy</td>
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<td>Rational Emotive Behavior Therapy</td>
<td>Corsini &amp; Wedding, ch.6</td>
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<td>November 07</td>
<td>Humanistic Therapy</td>
<td>Corsini &amp; Wedding, ch.5</td>
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<td>Coady &amp; Lehmann, ch.12</td>
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<td><em>(Turner, ch.5)</em></td>
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<td>Existential Theory/Therapy</td>
<td>Corsini &amp; Wedding, ch.9</td>
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<td>Coady &amp; Lehmann, ch.13</td>
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<td><em>(Turner, ch.12)</em></td>
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<td>November 14</td>
<td>Experiential (Gestalt) Therapy</td>
<td>Corsini &amp; Wedding, ch.10</td>
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<td><em>(Turner, ch.16 )</em></td>
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<td>Feminist Therapies</td>
<td>Coady &amp; Lehmann, ch.14</td>
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<td><em>(Turner, ch.13)</em></td>
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<td>November 21</td>
<td><strong>MAJOR PAPER DUE</strong></td>
<td>Coady &amp; Lehmann, ch.16</td>
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<td>Constructivist Theory</td>
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Assignments and Grading:

It is expected that you attend class and participate in class discussions. Each class missed is a significant loss of instruction. Two absences will not be penalized; however, each class beyond the two will result in a 5% drop in your final grade for each additional class missed.

Final grades will be based on weekly discussion papers of no longer than two pages (with the same format for the major paper as stated below), from the case discussion occurring the previous week. Note that for these discussion reports, no references are required; the point of this exercise is to promote critical thinking of the material. At the beginning of the semester all of you will have been given a case that we as a class will be following throughout the semester. Each week the class will be divided into small groups in which the intervention theory presented that week will be applied to the case. Those discussions are then to be handed in the following week, so it is a good idea to make notes during these discussions. Each student is required to write his/her own report of the discussion; there are not to be any group reports. For those weeks where more than one theory is presented and there isn’t sufficient time to discuss application with all of them, you are only required to hand in the report on one of intervention theories actually discussed; late reports will not be accepted. There will be a total of twelve (12) reports. These reports will count as 30% of the final grade. Ten Percent (10%) of the final grade will be based on participation during these class discussions. The remaining 60% of the final grade will be based on a final paper that will be due November 21st at the end of the class. **No late papers will be accepted after the due date. Failure to submit assignments on the specified date will result in a failing grade for the assignment.** The only exceptions that will be considered are any life circumstance any of us would see as an emergency, and this will be determined on a case-by-case basis. Of course, if you wish to submit the major paper earlier than the due date, by all means do so. **Note:** My preference is for all written assignments to be submitted by email. The due dates still stand; all written assignments are to be submitted by the end of the class, either electronically or as hard copy.

**Major Paper:** Assessment of an Intervention Theory. You will be required to examine and identify precisely an intervention theory's history (which includes key figures), basic assumptions, and examples of how the theory is applied. This effort provides the foundation for a more important effort: developing one's own theory of intervention. Your first task is to decide
which intervention theory you want to assess. You may select any of the theories listed in the
course outline. Please use the following (required) outline in writing your intervention
assessment. You will note that the first three points are theoretical, and the last two are more
subjective.

a. **History of the theory:** How was the theory initially formulated and who were the major
   proponents?

b. **Basic assumptions:** This would include the implicit and explicit assumptions about
   individuals, systems and/or families. What are the central tenets, assertions, hypotheses,
   statements and/or points regarding the theory? What are the theory's underlying
   assumptions about human nature, epistemology, and the role of the relationship between
   the worker and client system in effecting change?

c. **Examples of what interventions might look like:** What would the actual interventions
   look like, the techniques suggested or required by the theory?

d. **Overall impression of the theory:** Does it make intuitive sense? Could you see
   yourself using this type of intervention? What are the relative strengths and weaknesses
   of this theory?

e. **Specific application of the theory:** Go to the Expert Theory Case Analysis site
   associated with the Corsini & Wedding text and select one of the three case examples
   listed there. Address specifically how you would use the theory you have selected to
   intervene with the case you have chosen, and provide a rationale for your choice. To
   access the case analysis site, use the following link: [http://theories.brookscole.com](http://theories.brookscole.com). You
   will need the login information below:

   **User name:** counsel1
   **Password:** theoriessite

   - Your assessment paper should be no less than ten (10) and no more than fifteen (15)
     double-spaced pages (excluding references). You must use one inch margins and font
     size no larger than 12-point.
   - Include a brief introduction and cover page. Your paper will require coverage of the five
     points listed above, or it will not be graded. You will need to write in the third-person at
     all times, except in the last two sections where you are providing your own evaluation of
     the theory you have chosen.
   - Documentation is required, following APA style format. A minimum of ten (10)
     references will be required for this assignment.
   - This paper is worth 60% of the final grade and is due at the end of the class, Wednesday,
     November 21, 2012; late papers will not be accepted, except for extenuating circumstances noted above. Grading will be based on how effectively you cover the theory, and the five points, as well as spelling, grammar, and adherence to APA style guidelines.
The grading will be according to the UTA Graduate School guidelines:

- 4.0 (90-100) A
- 3.0 (80-89) B
- 2.0 (70-79) C
- 1.0 (60-69) D
- (0-59) F

Students are expected to keep track of their own performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. If you do have a concern about your grade, please see me as soon as possible.

**Attendance Policy and Classroom Protocol:**

I expect you to attend class and participate in class discussion. As noted above, missing any class creates a significant gap in the overall course. In addition to decreasing grades when more than two class sessions are missed, I will not provide make-up material for missed classes and/or quizzes, except in extreme circumstances.

Disruptions of the class learning environment and of other class participants will not be tolerated and will result in the disrupting student being required to leave the classroom and not return. No further scores will be entered on that student's record, which will result in a failing grade for that student. Please be aware of and adhere to the following:

1. Students are expected to be on time, attend all classes, and stay until the completion of the class.
2. Students are to complete all reading assignments prior to the class in which that material is being covered, and be prepared to participate in class discussions.
3. All written assignments are due at the time and date specified elsewhere in this syllabus. Assignments turned in after the due date will not be accepted.
4. Assignments are to be complete at the time of submission. No papers or assignments may be resubmitted once a grade is given.
5. All graduate students are expected to know and ascribe to the NASW Code of Ethics upon admission and are responsible for adhering to standards of professional conduct with colleagues and faculty, as well as others in the SSW graduate program.
6. All electronic devices, such as laptop computers, cell phones, and music players are to be turned off as a courtesy to the instructor and fellow students. The one exception is the use of laptop computers and hand-held recorders for the purpose of taking notes. To preserve academic integrity, **USE OF ELECTRONIC DEVICES FOR THE PURPOSE OF E-MAILING, NET-SURFING, GAME-PLAYING, OR ANY OTHER USE DURING CLASS TIME IS STRICTLY PROHIBITED**.

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means of communication with students about important deadlines and events, as well as to transact University-related business regarding
financial aid, tuition, grades, graduation, and so on. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php)

**Student feedback Survey:**
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory should complete a Student Feedback Survey (SFS). You will be sent directions for accessing this survey through MavMail approximately ten (10) days before the end of the term. Your responses are anonymously entered into the SFS database and combined with other students enrolled in this course. Our request for information from you is mandated by state law, and you are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs)

**Drop Policy:**

**Withdrawal:**
To avoid receiving a failing grade due to absences, it is the student's responsibility to drop the class according to university guidelines and time frames.

**Adding and Dropping Courses:**
Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. The last day to drop a course taught in regular semesters is at the end of the 12th week of class. The last day to drop a course in the other, non-traditional semesters corresponds to 75 percent of the duration of the course. The last day to drop a course is listed in the Academic Calendar (October 31, 2012).

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 12th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. 3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by filing a resignation form in the Office of the Registrar or by Web at www.uta.edu/registrar. 4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 12th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 12th week of class, but in no case may a graduate student selectively drop a course after the 12th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal.

If you choose to drop a class, you have the responsibility to complete the paperwork with the advisor according to the UTA academic calendar. For the fall semester the last day to drop classes is October 31, 2012. Failure to submit correct paperwork could result in a failing grade,
and become a permanent part of the academic record.

**Council of Social Work Education (CSWE) Policy, Section 4.5, Social Work Practice:**

Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically-based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**UTA School of Social Work Definition of Evidence-informed Practice:**

Evidence-informed practice (EIP) is a guiding principle for the UTA School of Social Work. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions for EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the School of Social Work:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p.149).

…the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005)

The UTA School of Social Work Vision Statement states that “the School’s vision is to promote social and economic justice in a diverse environment.” Empowerment connects with the Vision Statement because the very objective of empowerment *is* social justice (Rees, 1991). Empowerment is a seminal vehicle by which social justice can be realized. Social justice may be impossible without empowerment. Empowerment, anchored in a generalist base, directs social workers to address root causes at all levels and in all contexts, not merely focusing on symptoms alone. This is an ongoing, dynamic process that can lead to a greater degree of social justice and equality.

The UTA School of Social work accepts and endorses Barker’s (2003) definition of empowerment:

In social work practice, the process of helping individuals, families, groups, and communities increases their personal, interpersonal, socioeconomic, and political strength and develops influence toward improving their circumstances (p.149).
Americans With Disabilities Act:
The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364, or visit the office online at: www.uta.edu/disability.

“If you require an accommodation based on disability, I would like to meet with you in the privacy of my office, during the first week of the semester, to make sure you are appropriately accommodated.” I would also like to encourage you to contact Penny Acrey, LMSW pacrey@uta.edu, Director of OSD, as needed to help explain the intricacies of the ADA and the resources available to you.

Academic Integrity:
It is the philosophy of the University of Texas Arlington that academic dishonesty is an unacceptable mode of conduct, and will not be tolerated in any form. All persons involved in academic dishonesty will be referred to the Office for Community Standards (Formerly known as the Office of Student Conduct) and disciplined in accordance with UTA regulations and procedures. Discipline may include suspension or expulsion from the University (Regents Rule §2.2).

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Student Support Services Available:
The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially
should contact the Office of Student Success Programs at 817-272-7232 for more information and appropriate referrals. For writing assistance, contact Chris Kilgore at ChrisKilgore@uta.edu.

**Librarian to Contact:**
The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the Social Work Electronic Library (SWEL) located in Building A: Suite 111 of the UTA Social Work Complex at 211 South Cooper Street, Arlington, Texas. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962, or through the SWEL phone: (817) 272-7518. His **SWEL office hours are usually**: 10:00 am to 6:00 pm, Monday through Thursday. The SWEL web page is linked to the School of Social Work Main Page and through the Central Library web page. The SWEL library contains a number of computer work stations and printing facilities, and resource guides for conducting research.

**Selected Reading List:**

Below is a listing of some relevant books and articles for this course. It is not intended to be an exhaustive (or exhausting) list, but it is somewhat representative of the models discussed in class. It can certainly be used as a place to begin when looking for additional reading and information about intervention theories and related topics. Enjoy!


Constantino, M.J.; Schwaiger, E.M.; Smith, J.Z.; DeGeorge, J.; Ravitz, P.; McBride, C. and Zuroff, D.C. (2010). Patient interpersonal impacts and the early therapeutic alliance in
interpersonal therapy for depression. *Psychology: Theory, research, and practice, 47*(3), 418-424.


