**Clinical Social Work with Individuals**

**SOWK 8220 | 3 credit hours**

Spring Semester 2020
Class Meetings: Mondays, 4:00–6:00 P.M., 126 CPACS

**Instructor:** Professor C.J. Washington (Dr. Washington; She | Her | Hers)

**Office:** 206 CPACS

**Office Phone:** 402.554.2792

**Email:** cjwashington@unomaha.edu

*NOTE:* Students should contact the instructor via email rather than by phone. Email messages will be responded to within 24 hours, excluding weekends, holidays, and breaks.

**Office Hours:** Tuesdays, 1:00–3:00 P.M. or by appointment

*Online Office Hours:* Wednesdays, 6:30–8:00 P.M. or by appointment

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:** 402.554.2972

**COURSE INFORMATION**

**Description**
This advanced course provides an in-depth study of several theories of personality and behavior, and of therapeutic approaches derived from the theories. Major focus is on therapy with individuals across the life span, but application to family systems is also considered, as well as the fit of each theory within the broader social systems framework.

**Rationale/Overview**
The course will cover in depth two major therapy modalities: one oriented primarily toward insight, and the other oriented primarily toward behavior change/action.

**Course Objectives/Student Learning Outcomes**

1. Describe one psychodynamic or integrated model that explains stable individual patterns of personality or being in relationships and the process of therapy derived from it.
2. Describe one action/change-oriented model that explains behavior and the process of therapy derived from it.
3. Explain how critical client issues, e.g., biological factors, life stage transitions, crisis events, safety issues, client values and motivation, and the DSM 5 classification of mental disorders, are integrated with theory-driven models of assessment and treatment.
4. Identify selected depression, anxiety and personality disorders.
5. Apply the major concepts from the two models to prepare comprehensive case assessments and treatment plans for clinical cases or case summaries.
6. Critique the strengths, weaknesses, and appropriate use of the two theoretical models.
7. Apply the major intervention techniques from the two models.
8. Describe selected components from the two models that are similar, complementary, or may be integrated in clinical practice.
9. Explain the extent of empirical research supporting the efficacy of the two theoretical models.
10. Discuss the application or adaptation of the two models in practice with minorities (based on race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality) and populations at risk.
11. Apply ethical/legal guidelines as relevant to individual cases, with special attention to describing suicide risk, its assessment, and relevance to treatment planning and intervention.
12. Identify personal gains in self-awareness and professional growth and competence for clinical practice with individuals.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

COURSE STRUCTURE/FORMAT
Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 [date]</td>
<td>Introduction to the course and review syllabus</td>
<td>Basics of DSM 5</td>
</tr>
<tr>
<td>Session/Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Session 2 [date]</td>
<td>Lecture: Entering CBT territory</td>
<td>Read: Ch. 1, 2, and 3</td>
</tr>
<tr>
<td>Session 3 [date]</td>
<td>Lecture: CBT evaluation and first session</td>
<td>Read: Ch. 4 and 5</td>
</tr>
<tr>
<td>Session 4 [date]</td>
<td>Lecture: CBT skill development</td>
<td>Read: Ch. 6, 7, 8, and 9</td>
</tr>
<tr>
<td>Session 5 [date]</td>
<td>Lecture: CBT lasting cognitive / behavioral changes</td>
<td>Read: Ch. 10, 11, 12, 13, and 14</td>
</tr>
<tr>
<td>Session 6 [date]</td>
<td>Lecture: Advancing CBT</td>
<td>Read: Ch. 15, 16, 17, 18, and 19</td>
</tr>
<tr>
<td>Session 7 [date]</td>
<td>Lecture: Connections between CBT and IPT / beginning interpersonal process</td>
<td>Read: Ch. 1 and 2</td>
</tr>
<tr>
<td>Session 8 [date]</td>
<td>Lecture: Honoring resistance and internal focus</td>
<td>Read: Ch. 3 and 4</td>
</tr>
<tr>
<td>Session 9 [date]</td>
<td>Lecture: Responding to clients with IPT</td>
<td>Read: Ch. 7 and 8</td>
</tr>
<tr>
<td>Session 10 [date]</td>
<td>Lecture: IPT issues (cont.)</td>
<td>Read: Ch. 9 and 10</td>
</tr>
<tr>
<td>Session 11 [date]</td>
<td>Lecture: Wrap-up and final thoughts</td>
<td>None</td>
</tr>
</tbody>
</table>

**IMPORTANT DATES**
Last day to drop a course (via MavLink) and receive a 100% refund | January 19, 2020
Last day to withdraw from a course (via MavLink) with a grade of “W” | April 3, 2020

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

**ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)**

**Quizzes (4)**
Four quizzes worth 30 points each. 120 points (total)

**Weekly Journals (4)**
Four weekly journals worth 10 points each. 40 points (total)

**Case Conceptualization (2)**
Two case conceptualizations worth 60 points each. 120 points (total)

**Attendance and Participation**
40 points (total)

320 points (total)
### GRADING SCALE

<table>
<thead>
<tr>
<th>Percent</th>
<th>Final Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>98–100%</td>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>94–97.9%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>91–93.9%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>88–90.9%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84–87.9%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>81–83.9%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>78–80.9%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>77–77.9%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>71–73.9%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>68–70.9%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64–67.9%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>61–63.9%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>Below 60.9%</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

### PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.
ACADEMIC INTEGRITY POLICY
The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS
Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS
Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS
Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT
Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS
Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)
CRISS LIBRARY
UNO’s Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS
The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO’s emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER
In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student’s request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER
The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.
**SPEECH CENTER**
The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

**STUDENT SAFETY**
A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

**OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)**
**Council on Social Work Education (CSWE) Competencies**
The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2015 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE’s 2015 EPAS.

<table>
<thead>
<tr>
<th>Course Objective/Student Learning Outcome</th>
<th>EPAS Competency</th>
<th>Assignment</th>
<th>Dimension*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe one psychodynamic or integrated model that explains stable individual patterns of personality or being in relationships and the process of therapy derived from it.</td>
<td>6, 8, and 8</td>
<td>Quizzes 1 and 3</td>
<td>K</td>
</tr>
<tr>
<td>2. Describe one action/change-oriented model that explains behavior and the process of therapy derived from it.</td>
<td>6, 7, and 8</td>
<td>Quizzes 1 and 3, and journals 7, 8, and 9</td>
<td>K and CAP</td>
</tr>
<tr>
<td>Course Objective/Student Learning Outcome</td>
<td>EPAS Competency</td>
<td>Assignment</td>
<td>Dimension*</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------</td>
<td>------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>3. Explain how critical client issues, e.g., biological factors, life stage transitions, crisis events, safety issues, client values and motivation, and the DSM-5 classification of mental disorders, are integrated with theory-driven models of assessment and treatment.</td>
<td>2</td>
<td>Quiz 2 and journals 3 and 4</td>
<td>K and CAP</td>
</tr>
<tr>
<td>4. Identify selected depression, anxiety and personality disorders.</td>
<td>7</td>
<td>Quiz 1</td>
<td>K, S, and CAP</td>
</tr>
<tr>
<td>5. Apply the major concepts from the two models to prepare comprehensive case assessments and treatment plans for clinical cases or case summaries.</td>
<td>6, 7, 8, and 9</td>
<td>Case conceptualizations 1 and 2</td>
<td>K, S, and CAP</td>
</tr>
<tr>
<td>6. Critique the strengths, weaknesses, and appropriate use of the two theoretical models.</td>
<td>4</td>
<td>Quiz 3 and journals 6 and 10</td>
<td>K and CAP</td>
</tr>
<tr>
<td>7. Apply the major intervention techniques from the two models.</td>
<td>Comps 6, 7, 8 and 9</td>
<td>Journals 7, 8, 9, and 10, and case conceptualizations 1 and 2</td>
<td>K, S, and CAP</td>
</tr>
<tr>
<td>8. Describe selected components from the two models that are similar, complementary, or may be integrated in clinical practice.</td>
<td>Comps 4, 6, 7, and 8</td>
<td>Quiz 3 and case conceptualizations 1 and 2</td>
<td>K and CAP</td>
</tr>
<tr>
<td>9. Explain the extent of empirical research supporting the efficacy of the two theoretical models.</td>
<td>4 and 9</td>
<td>Journals 6 and 10</td>
<td>K and CAP</td>
</tr>
<tr>
<td>10. Discuss the application or adaptation of the two models in practice with minorities (based on race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality) and populations at risk.</td>
<td>3</td>
<td>Quiz 2 and journal 8</td>
<td>K, S, V, and CAP</td>
</tr>
<tr>
<td>11. Apply ethical/legal guidelines as relevant to individual cases, with special attention to describing suicide risk, its assessment, and relevance to treatment planning and intervention.</td>
<td>1</td>
<td>Quiz 2, journals 7, 8, 9, case conceptualizations 1 and 2</td>
<td>K, S, V, and CAP</td>
</tr>
<tr>
<td>12. Identify personal gains in self-awareness and professional growth and competence for clinical practice with individuals.</td>
<td>1</td>
<td>Journals 1, 2, 3, 5, and 10</td>
<td>K, V, and CAP</td>
</tr>
</tbody>
</table>
REFERENCES AND SUPPLEMENTAL MATERIALS

References


