HWC 517    SPRING 2013

ADVANCED SOCIAL WORK MICRO

PRACTICE II

PROFESSORS:

GRALNICK, MONAHAN, OLUSESI,

& PIZZULLI,

1/24/13
This course is a continuation of micro social work advanced practice that concentrates on skill development and working with populations at risk in an advanced generalist conceptualization. The skills and values of the first semester such as assessment, intervention and self-analysis are continued with a concurrent, major focus placed on different theoretical perspectives, evidence-based social work practice models and interventions. Moreover, the course focuses on theories and models that influence practice, research that informs practice methodology and interventions, and the student’s ability to critically analyze practice material, particularly those that impact health status. In this last semester of their graduate program, students are expected to have conceptualized and apply critical analysis in terms of case material, social systems, and their work within a micro context.

An additional facet of the student’s learning will be the application of micro or clinical interventions within a variety of settings and client systems, most particularly the individual, family, group, organization, and community. Emphasis is placed on how research informs the social work practice arena and how it influences policy, legislative mandates and the broader community at large.

We begin the semester with a review of expanded examination of micro practice, particularly the issues of ethical social work practice and the responsibilities of a social worker utilizing micro skills whether in a micro, mezzo or macro setting. The semester also begins with culture and its impact on the diversity of responses for social work micro practice as well as the importance of prevention, good health, and the impact of stress. We also address the importance of diagnosis and pharmacology in current social work practice with the coinciding responsibility of understanding how labeling can produce unintended consequences. A strengths based perspective coupled with an understanding of how all human behavior is adaptive, is woven throughout the content.

While students have discussed several different theoretical frameworks in other classes and in HWC 515, they are now expected in this course to move on to a more formalized and sophisticated understanding and application of evidence based practices. They are introduced to the notion of the hierarchal status of the theory, model, paradigm, approach, perspective and finally, interventions. Students are expected to understand and apply the differences.

The course will be organized around a three hour didactic class session and interactive discussions and exercises. After two or three models have been presented there will be a section test. There is a mid-term paper and a final exam.
GRADING CRITERIA – FACTORS CONSIDERED:

1. Written work* …………………………………80%

2. Appropriateness and degree of class participation………20%

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<th>Date</th>
<th>Grade</th>
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<tr>
<td>4th Week of the semester</td>
<td>Section 1 Test</td>
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<td>8th week of the semester</td>
<td>Mid-term Papers Due</td>
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<td>12th Week of the Semester</td>
<td>Section 2 Test</td>
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<td>Last class of the semester</td>
<td>Final Exam</td>
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*All submitted written work should adhere to the Publication Manual of the American Psychological Association, 6th Edition. The publication manual is available in written and electronic formats. Papers not adhering to APA guidelines will be graded accordingly.

**A FURTHER NOTE ON SUBMITTED WRITTEN WORK:** You may not use other class assigned readings or 515/517 class assigned readings in your submitted work. Written assignments are intended to expand your research skills and applicability to practice, therefore you need to do further research. In submitted work, use of web sites will not be considered as a citation. Only 5 peer reviewed e-journals will be permitted.

Attendance: Points are not factored into your grade as you are expected to attend every class. Learning occurs through class discussion and dialogue and therefore attendance is mandatory. Based on this premise if more than 3 sessions are missed (this includes medical absences) students will be graded “F” for the course. **MISSING MORE THAN 30 MINUTES OF CLASS TIME WILL BE RECORDED AS AN ABSENCE.**

IN AN EMERGENCY students may attend another instructor’s class with a) the primary instructor’s permission and b) the secondary instructor’s permission.

PLEASE NOTE: Cell phone calls and texting while class is going is considered rude and being unavailable for academic discourse .

Final grade for the course: 100-95…A; 94-90…A-; 89-85…B+; 84-80…B; 79-75…B-; 74-70…C+; 69-65…C; 64-60…C-; 59-0…F.

Students should also note that the University now requires the following notation in all University syllabi:
Americans with Disabilities Act:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (Schools of Health Technology & Management, Nursing, Social Welfare, Dental Medicine and the School of Medicine) are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

Phone/Computer/Texting Etiquette: Students are expected to be attentive to class lectures and discussions therefore any texting, use of the computer for anything other than note taking, and/or receiving phone calls during class is considered distracting and rude. Distracting behaviors during class time will be considered in grade calculation.

HWC 517 - ADVANCED MICRO SOCIAL WORK PRACTICE I-II
ALL READINGS THAT ARE LISTED IN THIS COURSE OUTLINE ARE REQUIRED.

STRONGLY SUGGESTED PURCHASES (Books that you may want to purchase for your course reading and your library)*


STRONGLY SUGGESTED FOR YOU TO REVIEW FOR THE LICENSING EXAM


THE TURNER BOOK IS ON RESERVE AT THE RESERVE DESK IN THE LIBRARY. THERE IS A TWO HOUR LIMIT TO TAKE OUT THIS BOOK AT THE RESERVE DESK. IT IS AGAINST COPYRIGHT LAW FOR US TO COPY MORE THAN FOUR CHAPTERS FROM ONE BOOK, AND THEREFORE THESE BOOK CHAPTERS CANNOT BE PUT ON BLACKBOARD.

*ALL OF THE BOOKS LISTED ABOVE ARE ALSO ON RESERVE IN THE HEALTH SCIENCE CENTER LIBRARY. STUDENTS ARE RESPONSIBLE FOR THE READINGS IN THE BOOKS LISTED WHETHER THEY PURCHASE THE BOOKS OR NOT.

REQUIRED READING ASSIGNMENTS
Spring, 2013
Week 1

Values, Ethics, Culture, Prevention and Health: Becoming An Effective Practitioner


Corey book
- Chapter 3 “Ethical Issues in Counseling Practice” pp 36-51

Katz, Lurie & Vidal, Critical Social Welfare Issues
Chap 12 – Carlos M. Vidal


Week 2

Theories, Models of Practice, and Interventions

Turner, F. Social Work Treatment
Chapter 1 - Theory and Social Work Treatment pp. 3-14

Client Centered
Corey, G. Chap 7 “Person Centered Therapy” pp 172-206

Rowe, W., in Turner, F. Chap 4, “Client Centered Theory: A Person Centered Approach” pp 69-93

Students will watch “Prisoners of Silence”

SECTION TEST

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<td>Psychoanalytic Theory, Attachment Theory, The Object Relations Model &amp; Ego Psychology</td>
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Psychoanalytic Theory
Turner book

Attachment Theory

The following chapters are on Blackboard BUT PLEASE NOTE: The cover page appears for each chapter so it may look as if it is the same article 3 times. OPEN UP THE SITE!
Chapter 1 “The Roots of Attachment” pp 3-26
Chapter 2 “Attachment Relationships in Adult Life” pp 29-52
Chapter 3 “Psychopathology of Affectional Bonds” pp 55-89

*Please Note: It is suggested that you read Chap 3 in its entirety. However, if you cannot, at least read pp84-89 “The Art of Therapy: The Science of Research”

Ego Psychology
Week 5
Gestalt Therapy

Corey book, “Gestalt Therapy,” Chap 8, pp. 197-229


SECTION TEST

Week 6 Short-term Behaviorally Oriented Models

Cognitive/Behavioral
Corey book, Chap 9 “Behavior Therapy” pp 244-282
Corey book Chap 10 “Cognitive Behavior Therapy” pp 287-327

Turner book

Task Centered
Reid, W., in F. Turner, “Task-Centered Social Work” Chap 26, pp 513-532

Students will view the movie “Depression: A Cognitive Therapy Approach”

Week 7 Mid-term Paper Due

Termination Issues for the client,
Termination Issues for the worker


Week 8 Narrative Therapy

Neurolinguistic Programming (NLP)
Dialectical
Biofeedback
Eye-Movement Desensitization Re-Processing (EMDR)


**Turner book**


Dialectical Model – Marsha Linehan handout

Students will watch the movie “Treating Borderline Personality Disorder, The Dialectical Approach” Marsha M. Linehan

**Week 9  Group Work Theory**


Important Supplemental Reading:

Chap 8 - Hughes, Michael C. and Cohn, Lauren K. "Group Therapy with Chronically Ill Children," pp. 127-144.

All of the above chapters are on Blackboard.

Weeks 10-11 General Systems Theory and Family Therapy

The following chapters:
Chapter 2 “The Evolution of Family Therapy” pp. 7-29
Chapter 3 “Basic Techniques of Family Therapy” pp. 32-51
Chapter 5 “Bowen Family Systems Therapy” pp. 75-94
Chapter 6 “Strategic Family Therapy” pp. 97-120
Chapter 7 “Structural Family Therapy” pp. 122-141
Chapter 11 “Family Therapy in the Twenty-first Century” pp 208-241
Chapter 14 “Integrative Models” pp 283-295

SECTION TEST

Week 12-13 Violence and Trauma Theory


- Chap 2, Terror, p 33-50
- Chap 3, Disconnection, p 51-73
- Chap 6, A New Diagnosis, p 115-132 **Blackboard.**

*This book is an important selection for your library if you wish to work in the field of trauma.


This reading is helpful in understanding countertransference in clinical work.

**Week 14 Integrative Therapy**

Integrative Counseling
“Case Illustration: An Integration Approach in Working with Stan”, Chap 16, pp. 483-501


