

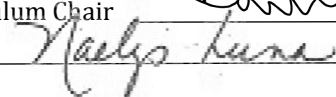
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Social Work College College of Social Work and Criminal Justice		
Current Course Prefix and Number SOW 6348		Current Course Title Advanced Theory & Social Work Practice with Adults & Families	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: SOW 6533 AND SOW 6306/ B- (for both courses) Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Fall 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Joy McClellan. jmccl2@fau.edu 561-297-2864			
Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 1/17/2023 1/17/23 1/17/23 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

Florida Atlantic University
PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
Syllabus

SOW 6348 001 CRN XXXX (3 credits)

Advanced Theory and Social Work Practice with Adults and Families

Semester:

Instructor:

Room:

Office/Hours:

Class Days:

Phone:

Class Time:

Email:

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

I. Course Description:

PLEASE NOTE THAT ATTENDANCE AT THE FIRST CLASS IS REQUIRED. THERE ARE NO EXCEPTIONS. YOU WILL BE ASKED TO DROP THE COURSE IF YOU MISS THE FIRST CLASS.

This course will enable the student to understand, analyze, and apply clinical theories to advanced level specialist social work practice with adult individuals and their families, from an integrative clinical perspective. It will build on the generalist practice and HBSE curricula.

This course will explore the foundation of contemporary social work values and ethics as they relate to advanced social work practice with individuals within families and the larger community. Students will gain advanced level knowledge of various social work theories which they will be able to apply in an integrative manner to clinical work with individuals from early adulthood through late adulthood.

Course content will include advanced-level information on multiple theories that inform contemporary social work practice including psychodynamic theories, cognitive theories, attachment theory, behavioral theory, narrative theory, empowerment theories, and the strengths perspective. Aspects of diversity, equity, and inclusion will be explored in relation to the person of the clinician, and client's intersectional identities. Successful completion of the course will necessitate the

student's understanding of advanced level theory and practice, and application of advanced level skills to diverse case studies, role plays, and theory presentations.

II. Course Policies: <https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf>

III. Relevance to Social Work Educational Program:

This course is a part of the specialized MSW curriculum and is required. It builds on knowledge and skills acquired in the generalist curriculum. Students in this course will view adults and families from a bio-psycho-socio-political-spiritual perspective, and be taught to recognize the importance of micro, mezzo, and macro assessment, and intervention. The links between policy and clinical practice will be reviewed, and research findings will be assessed for application to clinical populations that students are working with in their internships. This course, along with other practice courses provides the student with a comprehensive body of knowledge, values, and skills necessary for contemporary social work practice. This course prepares the student for advanced level specialist work with individual adults in their field practica and beyond.

CSWE 2015 Competencies and Behavioral Indicators

Competency 1: Demonstrate Ethical and Professional Behavior.

- Use the NASW code of ethics to guide clinical practice with adult client systems (**class discussions, case presentations, & role plays**).
- Seek supervision and consultation when confronted with ethical dilemmas in clinical practice with adults (**class discussions**).

Competency 2: Engage Diversity and Difference in Practice.

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse adult client systems (**class discussions**).
- Increase awareness of how identity factors may help or impede practice across difference (**class discussions**).
- Approach diversity and difference with humility and openness to learning (**class discussions, & role plays**).

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

- Assess adult client systems for signs of oppression, discrimination, or marginalization, through the lenses of social, economic and environmental justice (class discussions, case presentation, & role plays).
- Engage in clinical practice with adults that advances social, economic, and environmental justice (role plays).

Competency 4: Engage In Practice-informed Research and Research-informed Practice.

- Apply the principles of evidence-based practice to determine appropriate theories and clinical models of adult intervention to guide clinical practice (**class discussion, case presentation, & role plays**).

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

- Demonstrate ability to engage with diverse adults utilizing different theoretical frameworks (**class discussions, role plays**).
- Demonstrate ability to engage reluctant, involuntary, or noncompliant adult clients using motivational interviewing and solution based interventions (**role play**).

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Critically utilize DSM 5, and other assessment tools to complete comprehensive, holistic assessments on adult client systems (**class discussion, case presentation**).
- Demonstrate ability to monitor therapeutic alliance with adult clients using tools like the ORS and SRS by Miller & Duncan (2002) (**role plays**).

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Choose and apply evidence-informed interventions to presenting problems in clinical practice with adults (**class discussion, case presentation, theory presentation, & role plays**).

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- Use clinical evaluation tools to measure progress and effectiveness of adult client systems in treatment (**class discussion, & case presentation**).

IV. Teaching methodology:

The content of SOW6348 is delivered through a variety of teaching strategies:

1. Lecture and class discussions with supplemental hand-outs.
2. Case examination and role playing to demonstrate the multiple roles of the theories in social work practice and research, and the steps of the generalist intervention model.
3. Audio/visual materials

4. The use of professional literature found in the text, electronic journals, other sources, and handouts.

Grading System:

The possible grades at FAU are *A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F*. Each student is responsible for his or her own grade. If at any time, the student feels a need for help or advice on how to make his or her grade better, he or she should set up an appointment with the instructor. The delivery of below average or failing grades is a job that no teacher enjoys; however, the instructor feels that to reward below average efforts is only enabling a lack of professionalism. The grading scale for this course is as follows:

94-100=A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

Course Assignments and Grading

Assignments Weighting

1. Case Study Presentation with Voluntary Role Play Component 30%

Each student will present a case study of a client from their field agency from a particular theoretical perspective. They can use the theory that the agency uses or one from the course material. They will then need to examine the literature for evidence-backed interventions and reflect this evidence in the presentation. They will assess the client from the theoretical lens and provide a description and history of the client (biopsychosocial). They will also include a section describing the proposed treatment plan (hypothetical or real). The student may ask someone to play the client and then role play the intervention that they used in the presentation. The role play will be voluntary for those students who are interested in feedback on their clinical skill set.

2. Group Project: Therapy Model Presentation with Mandatory Roleplay 30%

Each Group of students (4-5) will choose a theory from the class material and present to class the major points of that theory, what evidence there is to support it, and how it links to the values of social work (or not). The group may choose to make a video or present a role play in class showing use of the modality with an individual, group, or family.

3. Short Writing Assignments and Responses 30%

There will be three short writing assignments concerning areas of clinical practice including theory, counter-transference, and self-care. Each student will make an original response to the prompt, including proper citations for any referenced work.

Each SW is worth 10 points for a total of 30 points. All of these assignments will be due at 11:59 PM on the date listed.

4. Participation:

10%

Each student will need to participate often and consciously to get full credit. Questions, comments, as well as role plays and presentations are all acceptable forms of participation. Social work is often a team effort and our profession (NASW) at large is a group dedicated to furthering the rights and welfare of client systems, as well as develop as a profession. Participation is the key to these endeavors. Be active. Be heard. Be a social worker.

Course Requirements:

It is expected that all assignments will be turned in on time as outlined in the class schedule below. Late assignments will not be accepted except in very extenuating circumstances (*e.g.* a note from a doctor or hospitalization). Individual and group presentations are also scheduled on specific dates and cannot be changed except in similar extenuating circumstances.

Required Texts:

There will not be an assigned text for this course. In an effort to provide current information on evidence based therapies, the students will read peer reviewed journal articles. These will be provided on Canvas.

Recommended Texts on Integrative Psychotherapy:

Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: An integrative approach (2nd Ed.)*, London, Sage Publications.

Erskine, R. (2015). *Relational patterns of therapeutic presence: Concepts and practice of integrative psychotherapy*. London, Routledge Press.

Erskine, R. & Moursund, J. (2011). *Integrative psychotherapy in action*. London, England, Karnac Press.

Murdock, N. L. (2017). *Theories of Counseling and Psychotherapy*

Preston, J. (2006). *Integrative brief therapy: Cognitive, humanistic, & neurobehavioral approaches*, Atascadero, CA, Impact Publishers.

Norcross, J. & Goldfried, M. (2005) *Handbook of psychotherapy integration*, Oxford, England, Oxford University Press.

Class Attendance, Punctuality:

Social Work education is designed to help prepare the student for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. Students may not miss the first class for any reason. More than one absence, excessive tardiness, or patterns of leaving early may result in reduction of the final grade.

Students need to inform the Professor in advance of absences and lateness to class as per professional expectations. Students are expected to arrive promptly and be ready to work and to stay for the entire class or until excused by the instructor. Students should inform the instructor prior to the absence. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances.

Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. Students with two or more absences (even excused absences) may see a significant reduction in their grade.

Academic Policies and Regulations:

These regulations may change from year to year, therefore, students are asked to read the Classroom Policies Document on Canvas, and Graduate Catalog section of Academic Policies and Regulations to obtain most current policies.

Incomplete Grades:

A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete. Please refer to the Graduate Catalogue for complete information on this matter.

Bibliography/Additional and Supplemental Readings:

- Adams, K. B. et al. (2009). Limitations of evidence-based practice for social work
Beck, J. S. (2011). *Cognitive behavior therapy* (2nd Ed.). New York: Guilford.
- Beck, J. S. (2011). *Cognitive behavior therapy* (2nd Ed.). New York: Guilford.
- Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work*, 81, 132-166.
- Brandell, J. R. (Ed.). (2011). *Theory and practice in clinical social work* (2nd ed.). Thousand Oaks, CA: Sage.
- Boyd-Franklin, N., & Bry, B. H. (2000). *Reaching out in family therapy: Home-based, school, and community interventions*. New York: Guilford.
- Bruce, N. G., Manber, R., Shapiro, S. L., & Constantine, M. J. (2010). Psychotherapist mindfulness and the psychotherapy process. *Psychotherapy theory, research, practice, training*, 47 (1), 83-97.
- Bulpitt, H. & Martin, P. J. (2005). Learning about reflection from the student. *Active Learning in Higher Education*, 6(3), 207-217.
- Butler, A., Ford, D. & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work*, 6, 281-299.
- Carter, B. and McGoldrick, M. (Eds.). *The Changing Family Life Cycle*. 1988. Gardner Press. New York, NY.
- Chu, W. C. K., & Tsui, M. (2008). The nature of practice wisdom in social work revisited. *International Social Work*, 51, 47-54.
- Compton, B. and Galloway, B. *Social Work Processes*. 1994, Brooks/Cole Pub. Co., Pacific Grove, CA.
- Cooper, M., & Lesser, J. (2011). *Clinical social work practice: An integrated approach* (4th ed.). Boston: Allyn & Bacon.
- Corey, M. and Corey, G. *Becoming a Helper*. 1998, Brooks/Cole Pub. Co., Pacific Grove, CA.
- Cournoyer, B. (2008). *The social work skills workbook* (5th ed.). Belmont, CA: [Brooks/Cole](#)
- Diamond, J. *Narrative Means to Sober Ends: Treating Addiction and Its Aftermath*. (2002). New York: The Guildford Press.

- Dyche, L., & Zayas, L. H. (1995). The value of curiosity and naivete for the cross-cultural therapist. *Family Process*, 34, 389-399.
- Franklin, A. J., & Boyd-Franklin, N. (2000). Invisibility syndrome: A clinical model of the effects of racism on African-American males. *American Journal of Orthopsychiatry*, 70, 33-41.
- Gambrill, E. (2001). Social work: An authority-based profession. *Research on Social Work Practice*, 11, 166-175.
- Ginsberg, B. *Relationship Enhancement Family Therapy*. 1997. John Wiley & Sons. New York, NY.
- Gurman, A. and Kniskern, D. (Eds.) *Handbook of Family Therapy (vols. 1&2)*. 1981. Brunner Mazel Publishers, New York, NY.
- Gibbons, J. & Grey, M. (2004). Critical thinking as integral to social work practice. *Journal of Teaching in Social Work*, 24, (1/2), 19-38.
- Goldstein, E. (1996). What is clinical social work? Looking back to move ahead. *Clinical Social Work Journal*, 24, 89-104.
- Goldstein, E. G., Miehl, D., Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques*. New York: Columbia University Press.
- Gonzalez, M. (2002). Mental health intervention with Hispanic immigrants: Understanding the influence of the clients' worldview, language, and religion. *Journal of Refugee Services*, 1, 81-92.
- Gurman, A. S., & Messer, S. B. (2003). *Essential psychotherapies: Theory and Practice* (2nd ed., paperback). New York: Guilford.
- Gutierrez, L, Parsons, R., and Cox, E. *Empowerment in Social Work Practice*. 1998, Brooks/Cole Pub. Co., Pacific Grove, CA.
- Jacob, T. (Ed.). *Family Interaction and Psychopathology*. 1987. Plenum Press. New York, NY.
- James, S., & Prilleltensky, I. (2002). Cultural diversity and mental health: Towards integrative practice. *Clinical Psychology Review*, 22, 1133-1154.
- Johnson, Y., & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work*, 54, 220-231.
- Joseph H. Obegi and Ety Berant (Eds.), *Attachment theory and research in clinical work with adults*. New York: Guilford Press.

- Hanson, M. & Gutheil, I. A. (2004). Motivational strategies with alcohol-involved older adults: Implications for social work practice. *Social Work*, 49, 364-372.
- Hepworth, D., Rooney, R., and Larsen, J. (2010). *Direct Social Work Practice: Theory and Skills*. (8th ed). Brooks/Cole Pub. Co., Pacific Grove, CA.
- Hohman, M. (2012). *Motivational interviewing for social work practice*. New York: Guilford.
- Horvath, A. O. (1995). The therapeutic relationship: From transference to alliance. *In Session*, 1(1), 7-17.
- Hyer, L., Kramer, D., & Sohnle, S. (2004). CBT with older people: Alterations and the value of the therapeutic alliance. *Psychotherapy: Theory, Research, Practice, Training*, 41(3), 276-291.
- Kaslow, F. *Projective Genogramming*. 1995. Professional Resource Press. Sarasota, FL.
- Keenan, E. K., et al. (2005). Micro ruptures and repairs in the beginning phase of cross-cultural psychotherapy. *Clinical Social Work Journal*, 33, 271-289.
- Kirst-Ashman, K., and Hull, G. (2012). *Understanding Generalist Practice* (6th ed.). Nelson Hall, Inc., Chicago.
- MacGowan, M. J. (2008). *A guide to evidence-based group work*. New York: Oxford University Press.
- McGoldrick, M, Gerson, R., and Petry, S. (2008). *Genograms: Assessment and Intervention* (3rd ed.). W.W. Norton & Co., New York, NY.
- Minuchin, S. *Families and Family Therapy*. 1974. Harvard University Press. Cambridge, MA.
- Minuchin, S. and Fishman, H. C. *Family Therapy Techniques*. 1981. Harvard University Press. Cambridge, MA.
- Moralez, A. and Sheafor, B. *Social Work: A Profession of Many Faces*. 1998, Allyn & Bacon, Inc., Newton, MA.
- National Child Welfare Resource Center for Family-Centered Practice (2002). Trauma and child welfare. *Best Practice/Next Practice*, 3 (1).
- O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chicago: Lyceum.

Shea, S. C. (1998). *Psychiatric interviewing: The art of understanding* (2nd ed.). Philadelphia: Saunders.

Sheafor, B., Horejsi, C., and Horejsi, G. *Techniques and Guidelines for Social Work Practice*. 2002, Allyn & Bacon, Inc., Newton, MA.

Shulman, L. (2009). *The Skills of Helping Individuals, Families, Groups, and Communities* (6th ed.). F.E. Peacock Publishers, Inc., Itasca, IL.

Strom-Gottfried, K. 1999. *Social Work Practice*. Pine Forge Press, Thousand Oaks, CA.
Rawana, E., & Brownlee, K. (2009). Making the possible probable: A strengths-based assessment and intervention framework for clinical work with parents, children, and adolescents. *Families in Society*, 90, 255-260.

Walsh, F. (2003). Crisis, trauma, and challenge: A relational resilience approach for healing, transformation, and growth. *Smith College Studies in Social Work*, 74, 49-71.

Zastrow, C. (2013). *The Practice of Social Work: A Comprehensive Worktext* (10th Ed.). Brooks /Cole Pub. Co., Pacific Grove, CA.

SOW 6348 Wednesday Class Schedule Spring 2023 Term		
Class	Topic	Readings/ Activities
1 Jan. 11	Introduction: Theory, Assessment and Ethical Treatment	Code of Ethics (Standard 1)
2 Jan. 18	Drive, Psychosexual, & Structural Theories	The Efficacy of Psychodynamic Psychotherapy (Shedler, 2010)
3 Jan. 25	Ego Psychology & Defensive Structure	The Seven Pillars of Defense Mechanism Theory (Cramer, 2008) DB 1 is Due
4 Feb. 1	Object Relations & Self-Psychology	Ghosts in the Nursery (Fraiberg , 1975)
5 Feb. 8	Behavioral Theory Cognitive Theory	The Current State of Cognitive Therapy (Beck , 2005)
6 Feb. 15	Presentation Day 1	Presentation Day 1
7 Feb. 22	REBT ACT, DBT, MBCT	Albert Ellis Interview (2002) Investigating the Similarities and Differences Between Practitioners of Second- and Third-Wave Cognitive-Behavioral Therapies (Brown, 2011)

8 Mar. 1	Gestalt Therapy Expressive Approaches	Developing Your Personal Style as a Gestalt Therapist (Amendt-Lyon, 2020) Gestalt Therapy Introduction (Garrett) DB 2 is Due
Mar. 8	Spring Break- No Class	Spring Break- No Class
9 Mar. 15	Strength Focused Solution Focused Person Centered Therapy	Significant Aspects of Client Therapy (Rogers , 1946) Principles of the Strength Based Practice (Hammond, 2010)
10 Mar. 22	Presentation Day 2	Presentation Day 2
11 Mar. 29	Post Modern Approaches Social Constructionism	Narrative Therapy & Interpersonal Neurobiology (Bedoin , 2011)
12 Apr. 5	Integrative Theoretical Perspectives	Journey Toward Integration (Jones, 2017)
13 Apr. 12	Forming an Integrative Theoretical Perspective	Integrative Psychotherapy (Jones, 2017) DB 3 is Due
14 Apr. 19	Presentations Day 3	Presentations Day 3
15 April 26	Overflow Day	Overflow Day

**All theories presented above will be discussed in the context of their application in clinical practice emphasizing the empirical-based-practice literature with adults. Specific intervention strategies and techniques will be discussed in each class.