

(Matching)  
New Course Request

SEP 09 2008  
Indiana University

RECEIVED JUN 29 2008  
East Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit

1. School/Division Social Work 2. Academic Subject Code SWK  
3. Course Number S514 (must be cleared with University Enrollment Services) 4. Instructor \_\_\_\_\_  
5. Course Title Practice with Individuals, & Families and Groups - II-okay per  
Recommended Abbreviation (Optional) \_\_\_\_\_ Pam Barrows  
(Limited to 32 Characters including spaces) 08/06/08

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No X

9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

10. Course description (not to exceed 50 words) for Bulletin publication: (Matching - MCI) This course builds on the practice theories, principles, and skills introduced in the Professional Practice Skills course to prepare students for competent social work practice with individuals and families. A strengths perspective will be emphasized, and students will be introduced to the fundamental components of the task-centered and solution-focused approaches to practice.

11. Lecture Contact Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

12. Non-Lecture Contact Hours: Fixed at \_\_\_\_\_ or Variable from \_\_\_\_\_ to \_\_\_\_\_

13. Estimated enrollment: 30 of which 100% percent are expected to be graduate students.

14. Frequency of scheduling: \_\_\_\_\_ Will this course be required for majors? Yes

15. Justification for new course: This course is required in MSW Program; pulling from MCI.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

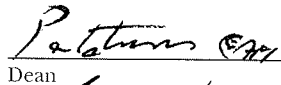
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.


Submitted by:

Approved by:

 Date 7-15-08  
Department Chairman/Division Director

 Date 7-15-08  
Dean

\_\_\_\_\_  
Date \_\_\_\_\_  
Dean of Graduate School (when required)

 Date 7/10/08  
Chancellor/Vice-President

\_\_\_\_\_  
Date \_\_\_\_\_  
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**INDIANA UNIVERSITY  
SCHOOL OF SOCIAL WORK**

Instructor:  
Office phone:  
E-Mail:

Spring  
Section: 2  
Classroom:

**S514 – Practice with Individuals, Families, and Groups**

**I. Course Description**

This course builds on the practice theories, principles, and skills introduced in the Professional Practice Skills course to prepare students for competent social work practice with individuals and families. A strengths perspective will be emphasized, and students will be introduced to the fundamental components of the task-centered and solution-focused approaches to practice. The trans-theoretical model of change will be presented, and students will develop skills which will empower individuals and families to engage in the process of change. Students will be prepared to complete assessments and to use intervention skills that will serve diverse populations with specific attention to gender, sexual orientation, class, race, and ethnicity.

**II. Objectives**

In this course, students are expected to demonstrate achievement of the following objectives:

1. Use a bio-psycho-social-spiritual assessment to identify strengths and establish goals with individuals and families;
2. Understand both common and unique concepts, principles, and processes relevant for competent generalist social work practice grounded in a strengths perspective with groups;
3. Assist individuals, families, and groups to develop measurable, attainable, positive, specific goals;
4. Apply social work values and ethics in all aspects of practice with individuals, families, and groups;
5. Understand and use the task-centered and solution-focused approaches in developing and implementing intervention plans;
6. Understand and use the trans-theoretical model of change in assessing and planning interventions with individuals, families, and groups;
7. Demonstrate skill in attending to gender, sexual orientation, race, ethnicity, and class in assessing, intervening, and evaluating practice with individuals, families, and groups.
8. Use scales and other measurement tools to appropriately evaluate progress of individuals, families, and groups.

### III. Required Texts

DeJong, P., & Berg, I. (2008). *Interviewing for Solutions (3<sup>rd</sup> ed.)*. Pacific Grove, CA: Brooks/Cole.

Jacobs, E., Masson, R., & Harvill, R. (2006). *Group Counseling: Strategies and Skills(5<sup>th</sup> ed)*. Pacific Grove, CA: Brooks/Cole.

Kilpatrick, A. & Holland, T. (2006). *Working with Families: an Integrative Model by Level of Need (4<sup>th</sup> ed)*. New York: Pearson Education, Inc..

*Recommended:*

The Encyclopedia of Social Work.

### Website References

#### A 'Stages of Change' Approach to Helping Patients Change Behavior

<http://www.aafp.org/afp/20000301/1409.html>

Trans-theoretical Model of Change (Stages of Change)

<http://www.uri.edu/research/cprc/TTM/detailedoverview.htm>

Task-centered model:

<http://www.task-centered.com/tctool.htm>

Tutorial on Task-centered Therapy

<http://www.task-centered.com/tctool.htm>

### IV. Course Schedule and Assignments\*

Session #1 1/10	Course overview Perspectives on clinical practice Brief Therapies
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Readings:

DeJong & Berg, Preface and pages 1-19  
Fanger, Encyclopedia of Social Work, pp. 323-334

Session #2 1/17	Transtheoretical Model of Change Task-centered model – major underlying assumptions
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Reading:

Oncourse website (Resources section) go to Trans-theoretical Model  
Websites listed and read from each of the two websites on this model

Oncourse Website, See Tutorial on the Task-Centered Model. Read the Introduction and Part I: Initial Phase. (Also read each of the categories available within the text).

Session #3 1/24	<p>Task-centered model: Assessment and contracting Treatment stages and methods</p> <p><i>Reading:</i> Oncourse website, Tutorial on The Task-Centered Model, Section II: Middle Phase &amp; III: Termination Phase (also read each of the categories available within the text)</p> <p><b>Due:</b> <b><u>Self-change contract and baseline assessment plan</u></b></p>
Session #4 1/31	<p>Solution-focused model</p> <p><i>Reading:</i> DeJong &amp; Berg, 21-172</p>
Session #5 2/7	<p>Solutions-focused model continued</p> <p><i>Reading:</i> DeJong &amp; Berg, pp. 173-216</p>
Session #6 2/14	<p>Solutions-focused model Group Work</p> <p><i>Readings:</i> DeJong &amp; Berg, pp. 232-262 Jacobs, et al, pp. 1-63, and 122-144</p>
Session #7 2/21	<p>Group Work continued</p> <p><i>Reading:</i> Jacobs et al, pp. 64-84, 85-121</p>
Session #8 2/28	<p>Group Work continued</p> <p><i>Reading:</i> Jacobs et al, pp. 142-158, 159-186, 187-206</p>
Session #9 3/7	<p>Group Work, continued</p> <p>Reading: Jacobs et al, pp. 207-233, 234-260, 261-281, 320-345</p>
3/14	No class – spring break. <b><u>ENJOY!!!!</u></b>
Session #10 3/21	Group Work, continued

Reading:  
Jacobs, et al, pp. 346-373, 374-392, and 393-428

**Due: Final summary of Self-change Project**

Session #11  
3/28

Family-centered practice

Reading:  
Kilpatrick & Holland, pp.1-14, 35-49, and 52-71

Session #12  
4/3

Family practice - assessment

Reading:  
Kilpatrick & Holland, pp. 76-93, 94-113

**Due:**  
**Group summaries**

Session #13  
4/10

Family practice  
Culture and family work

Reading:  
Kilpatrick & Holland, pp. 116-127, 128-142

Session #14  
4/17

Family practice

Reading:  
Kilpatrick & Holland, pp. 146-166, 244-252, 255-260

Session #15  
4/24

Family Intervention  
Course Review

**Due:**  
**Family assessment and treatment plan**

**\*NOTE: Changes in the course schedule (most particularly topics and assignments) may be made during the semester to accommodate specific developments in the class process. Any changes made in this regard will not result in an increase in assignments or altering of course expectations.**

**IV. Course format and assignments**

Class sessions will combine formal lectures, discussion, case studies, videotapes of select practices, experiential activities, and written assignments and exercises.

Throughout the course students will be asked to complete both in-class and out-of-class written exercises and assignments relevant to the topic under study. Written exercises

will not be graded but will be checked for completeness. All written exercises and assignments should be submitted to the Instructor either at the time designated or following their discussion in class. Select case studies will be used throughout the course. Beyond those noted on the schedule, others may be added along the way.

Students will be expected to have read thoroughly assigned readings prior to class in order to engage in class discussion around application of content. Class attendance is required since substantial learning often takes place around the in-class activities and process. In case of illness or family crises, please notify the Instructor. In addition, a pattern of late arrival will significantly compromise one's grade for participation. Absences equivalent to two class sessions without compelling reason will result in a C- or lower grade for participation. Missing the equivalent of four or more full class sessions will result in a C- or lower grade for the course. In the event of absences, students will be held responsible for all material covered in class as well as readings along with in and out-of-class written exercises and assignments. If prior notification of absence is given to the Instructor, a copy of handouts/materials for a given session will be put in your mail box. Without such notification, it will be the student's responsibility to obtain copies of these materials from a colleague.

## **V. Major assignments and requirements**

### **1. Task-centered self-change project (30%)**

This assignment asks you to design and carry-out a self-change project oriented to some designated personal/professional-related problem or issue of your own. Essentially, your project should be focused on some clearly defined behavior that you would like to develop, improve, or change. The project is intended to enhance your development of skill in the application of task-centered theory and method and increase your sensitivity to the "client experience" in brief treatment. It is to extend over a six week period and its implementation will require that you do the following: 1) clearly define the problem to be addressed; 2) conduct a six day assessment of the problem to determine its nature and significance; 3) set a clear change goal(s) to address and ameliorate the problem; 4) define and implement a task-centered change program to achieve your stated goal(s); 5) outline a viable reinforcement plan; 6) complete weekly task reports to accompany your final report; and 7) write and submit a final summary detailing and analyzing the outcomes from your work. The project along with your final summary should follow the guidelines distributed in class. Final reports should be 5-6 pages (double-spaced, typewritten) in length and cover the following: 1) target problem(s) at focus; 2) summary of assessment data; 3) goal(s) established; 4) tasks pursued; 5) reinforcement plan; 6) outcomes (i.e. success in goal/task achievement); 7) factors (positive or negative) influencing outcome; and unanticipated changes emerging out of the project. The final summary is due March 21st.

### **2. Group assignment (30%)**

As a part of the module on group work you will be participating in an experiential group. At the start of this module the class will be formed into small groups of five members each. These groups will be oriented to the personal and/or professional development concerns of members and will apply a task-centered practice model over the course of five weekly sessions. Leadership will be rotated on a weekly basis such that every participant will have the opportunity to serve as leader for one full session during the course of the group experience. Guidelines will be provided to facilitate the structuring/implementation of the process and each session will be audio-taped. At the conclusion of the process each student will prepare a written evaluation oriented around

the group experience. An outline will be provided to guide preparation of the evaluation. In general the evaluation will cover the following: 1) analysis of the group's process and dynamics as they emerged over time, 2) evaluation of performance when in the leader role, 3) projection of goals oriented to your professional development as leader and member of groups, and 4) significant learning you acquired about groups. Written evaluations should range from 4-5 double-spaced pages in addition to including an appendix consisting of select individual and group performance ratings and feedback forms completed during the process. Final summaries should follow guidelines to be distributed in class. Due April 3rd.

### 3. Family assessment and treatment plan (30%)

In this assignment you are to conduct an assessment of a videotaped family. The family you assess will be selected from a list of films provided in class. Assessment will cover the following areas: 1) brief profile of family members (i.e. names, ages prominent personality characteristics); 2) major presenting problems; 3) most dysfunctional features and significant constraints bearing on the family's functioning; 4) significant strengths and resources; 5) hypothesis (i.e. your assumptions that help to explain the family's current problems and dilemmas); 6) projected treatment goals; and 7) treatment strategy (including features of your overall intervention plan and examples of the kinds of methods to be applied. Assessments and treatment plans should follow the more detailed guidelines established for the assignment provided in class. It should range from 4-5 double-spaced, typewritten pages at a maximum. The summary will be due on April 24th.

### 4. Participation (10%)

Overall evaluation of class participation will take into account the manner and extent to which a student: 1) attends regularly and on-time; 2) shares own experiences, viewpoints, and reactions; 3) raises relevant questions and issues; 4) completes in class assignments.

## VI. Evaluation and Grading

Formal grades for this course are assigned on an "A" (Excellent ) through "F" (Fail) basis. As consistent with school policy, a grade of "C"- or lower in this course represents grounds for dismissal from the Master of Social Work program. Students enrolled in the course may earn a potential 100 points. Final Course scores generally conform to the following point ranges:

A+	97-100	C+	77-79
A	94-96	C	73-76
A-	91-93	C-	70-72
B+	87-89	D	60-69
B	83-86	F	59-Below
B-	80-82		

The contribution of each major assignment to the overall course grade is as follows:

<u>Contribution</u>	<u>Assignment</u>
10%	Class participation
30%	Task-centered self-change project
30%	Group assignment

## VI. Course policies

Due to the combined classroom and laboratory nature of the course, attendance at all class sessions is required. View this course as if it were your social work job. As will be the case when students engage in agency-based practicum experiences (beginning next semester) or are later employed as professional social workers, there are consequences for tardiness and absences. (Imagine the effects upon clients when you fail to attend a session or are consistently late.)

Students in the Indiana University School of Social Work Master of Social Work program are expected to reflect congruence with the fundamental values of the social work profession (see the Curriculum Policy Statement of the Council on Social Work Education and the National Association of Social Workers Standards for the Classification of Social Work Practice ; and to conform their behavior to the standards described in the Indiana University Code of Student Ethics and the Code of Ethics of the National Association of Social Workers (NASW)(1994). Academic dishonesty such as plagiarism and cheating as well as behavior that is unethical or illegal may result in a failing grade in this course and expulsion from the School and University.

Consistent with University policy, the grade of "I" (Incomplete) is warranted only under exceptional circumstances (e.g. illness, family emergency) and when the student has satisfactorily completed two-thirds of the course work. Students should contact the Instructor if personal or familial circumstances negatively affect the quality of their academic performance.

Unless an emergency situation exists, written assignment submitted after the due date will not be accepted for credit toward the course grade. Those that are accepted after the due date will be penalized at a rate of five (5) percentage points for every day late. If special circumstances prevent the student from turning in work on time, it is the student's responsibility to discuss these issues with the instructor in a timely manner.

**Electronic Devices:** Students are not permitted to use electronic devices in this class. "Electronic devices" include, but are not limited to: laptop computers, handheld computers, PDAs, cellular phones, audio cassette recorders, digital recorders, video recorders, etc. Students are encouraged to take notes with pen/pencil and paper. Also, the power-point presentations will be posted in Oncourse.

If you are a student with a demonstrated need to use such electronic devices, you may do so once the appropriate information is received from Adaptive Educational Services.

If you have a cell phone, or pager, you may leave them on in the silent mode and be excused from the classroom for emergencies.

Violations will result in a formal student review and possible dismissal from this course.

**Course and Instructor evaluation** are viewed as a fundamental and on-going responsibility of the professor. Therefore, evaluative feedback will be sought periodically throughout the semester. Indeed, the Instructor welcomes any and all comments about the course and its instruction. Toward the end of the semester, students will be provided a School of Social Work sponsored course/instructor evaluation instrument through which they may confidentially assess the overall quality of the course and the professor.

### VIII. Additional References

- De Jong, P. (2002). Solution-focused therapy. In A. R. Roberts & G. J. Greene (Eds.), *Social Workers Desk Reference* (pp.112-116). New York: Oxford University Press.
- Epstein, L. (1999). Brief task-centered practice. *Encyclopedia of social work* (19<sup>th</sup> ed.)(pp. 313-323. Washington, D.C.: NASW Press.
- Epstein, L & Brown, L.E. (2002). The task-centered model: The problem-solving paradigm in action. *Brief treatment and a new look at the task-centered approach*. New York: Allyn & Bacon, pp. 91-108.
- Epstein, L, & Brown, L.E. (2002). Adaptations of task-centered treatment. *Brief treatment and a new look at the task-centered approach*. New York: Allyn & Bacon, pp. 267- 277.
- Epstein, L., & Brown, L.E. (2002). Homeless families and individuals. *Brief treatment and a new look at the task-centered approach*. New York: Allyn & Bacon, pp. 313-320
- Fanger, M. T. (1999). Brief therapies. *Encyclopedia of social work* (19<sup>th</sup> ed.)(pp. 324-334). Washing, D.C.: NASW Press.
- Garvin, C. (2002). Developing goals. In A. R. Roberts & G. J. Greene (Eds.), *Social Workers' Desk Reference*(pp. 309-313). New York: Oxford University Press.
- Gingerich, W. J., & Eisengart, S. (2000). Solution-focused brief therapy: A review of the outcome research. *Family Process*, 39, 477-498.
- Prochaska , J. M. & Prochaska, J. O. (2002). Transtheoretical model guidelines for families with child abuse and neglect. In A. R. Roberts & G. J. Greene (Eds.) *Social Workers' Desk Reference*(pp. 379-384). New York: Oxford University Press.
- Reid, W. J. (1997). Research on task-centered practice. *Social Work Research*, 21(3), 132-137.
- Reid, W. J. & Fortune, A. E. (2002). The task-centered model. In A. R. Roberts & G. J. Greene (Eds.), *Social Workers' Desk Reference*(pp. 101-104). New York: Oxford University Press.