THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course: SW390R17
Number: 56940/56945
Unique: Fall 1996
Number: Mon./Wed.
Semester: SSW 2.112
Meeting Time: SSW 1.218G
Meeting Place: 471-0520
Office Number: TBA and by
Office Phone: appointment
Office Hours:

Instructor: Clayton T. Shorkey,
LMSW-ACP, PhD.
Professor of Alcohol
Studies and Education

ADVANCED SOCIAL WORK METHODS: INDIVIDUALS
AND FAMILIES (MH/CD)

I. Standardized Course Description

This course will examine current therapeutic and self-help approaches used with adults in
residential and out-patient mental health and chemical dependence settings. The course
will focus on critical and comparative analysis of selected contemporary methods of
treatment, recovery, and personal development in using a problem solving framework.

II. Prerequisite

This course is required of MSSW students in the Mental Heath/Chemical Dependence
Services concentration. Completion of the MSSW foundation year coursework or
advanced standing status is the necessary pre-requisite for enrollment in this course.

III. Standardized Course Objectives

Upon completion of this course, the student will be able to:

1. Critically evaluate selected contemporary theories and practice techniques utilized by
   social workers in mental health and chemical dependence treatment programs,

2. Analyze ethical issues and personal values specific to practice in mental health and
   chemical dependence services,

3. Demonstrate ability to design, assessment and intervention plans related to selected
   contemporary methods of treatment and recovery,

4. Demonstrate an understanding of how to integrate and apply therapeutic treatment
   techniques with self-help and support programs,
5. Demonstrate treatment techniques formulated out of contemporary theories, for use with clients with varying characteristics such as gender, age, culture, socio-economic status, sexual orientation, and ability,

6. Discuss how social work's commitment to social and economic justice influences and differentiates social work's use of treatment approaches in mental health and chemical dependence.

IV. Teaching Methods
Teaching methods will include lecture, group discussion, group exercises, audio-visual materials and selected guest lecturers.

V. Required and Recommended Texts, and Materials

Required:

Reading package at Longhorn Copy Center.

Recommended:

Note: Review for ethics and values related to confidentiality and informed consent, client rights and professional expertise, value neutrality and imposing values, equal and unequal or limited resources and professional relationship.


Note: Use for integration of therapy and social work. Includes chapters on social work and gestalt, existential, psychotherapy, cognitive, behavior therapy and others.

VI. Course Requirements

Reading assignments should be completed prior to class and will provide the basis for discussion. Students are encouraged to ask questions and make comments during lectures. Student's questions and comments provide the instructor an important assessment tool for whether or not readings are being completed outside of class.

Labs

Six two hour labs will be required in this course. The lab work will not be graded but attendance is mandatory to receive a final grade in the class.
Exams

There will be two exams related to selected content from the required readings. The exams will contribute 60% to the final course grade.

Assignment

Students will receive a separate handout with the course assignments.

Criteria For Grading Essay Exams and Written Assignments

For an "A" Paper /Exam
1. The question(s) posed by the instructor or student is answered, you have analyzed, described, discussed, etc., whatever was required by the question(s).
2. The paper is complete, specific, all aspects of the question answered.
3. The paper is well organized (i.e. one thought leads logically to the next, and there are sufficient headers throughout the paper to guide the reader through the material), the argument is supported with detail, examples, illustrations, etc.
4. The examples have some originality or depth and are elaborated to some degree.
5. There is proper use of APA Style in citation usage and the bibliography.

For a "B" or "C" Paper/Exam
1. The question is answered, and is essentially correct.
2. The paper is less than complete, some aspects of the question(s) is not answered, the answer is general.
3. The organization is mediocre to poor, needs more detail, headings would help if missing, and one thought doesn't necessarily lead to the next.
4. The examples lack detail and originality.
5. Use of APA Style mediocre to poor.

For a "D" or "F" Paper/Exam
1. The question(s) is partially answered and partially correct.
2. The paper is incomplete and general.
3. The organization is poor.
4. There is little or no supporting material
5. Writing does not appear consistent with student's past performance (suspicion of plagiarism or use of someone else's work)

Student's work should reflect a reasonable standard of writing; that is sentences, paragraphs, decent spelling. Poor spelling disjointed sentences, and your paragraphs blur meaning. When the meaning is unclear, you lose credit. A good way to check your sentences is to read your answer silently exactly as you wrote it. Then say the sentence to yourself as you want it to sound. Correct your written sentence to read that way. The answer should be complete, that is, it should stand alone. A good test of completeness is: could someone who had never taken a Social Work course read your answer and understand what you are talking about

Carefully select material to be included in your papers. Too much is as wrong as too little. Ask yourself: does this piece of information address the question at hand, or clarify what I have already said? A common mistake is too include too many main points and to add too little supporting detail (or vice-versa).
VII. Class Policies

Over and above the criteria explicated above, to attain a grade of "A" in the course, students may miss no more than two class sessions. The highest grade attainable for students who miss three class sessions is a "B". Students who miss more than three classes will receive a grade of "C". The final grade will be based on two exams (60%) and the assignment (40%).

University Policy

The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of intellectual honesty is maintained by the cooperation of students and faculty members. School policy on this subject can be found in General Information 1994-1995. Scholastic dishonesty in this class may result in a grade of F for the course with possible reporting to the Dean of the School of Social Work and the Dean of the Graduate School.
### VIII. Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Text / Readings</th>
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<tbody>
<tr>
<td>Sec I:</td>
<td>No class.</td>
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<tr>
<td>Sec II:</td>
<td>Aug. 28</td>
<td>Overview of course.</td>
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<tr>
<td>Sec I:</td>
<td></td>
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<tr>
<td>Sec II:</td>
<td>Sept. 4</td>
<td>Lab exercises</td>
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<tr>
<td></td>
<td></td>
<td>Shorkey, Instructions for interviewing skills training exercises using videotape feedback, pp. 1-8.</td>
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<tr>
<td>Sec. I:</td>
<td>Sept. 9</td>
<td>Overview of problem solving framework and culturally specific treatment methods for work with adults and their families in mental health/chemical dependence services.</td>
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<tr>
<td>Sec II:</td>
<td>Sept. 11</td>
<td>Lab exercises</td>
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<td></td>
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<td>Shorkey &amp; Crocker, Frustration theory, pp. 374-379.</td>
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<td>Paniagua, General guidelines for the assessment and treatment of multicultural groups, pp. 5-18.</td>
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<tr>
<td>Sec I:</td>
<td>No class but complete readings.</td>
<td>Problem Solving</td>
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<td>Nezo, Efficacy of social problem-solving therapy approach for unipolar depression, pp. 196-201.</td>
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<tr>
<td>Sec. II:</td>
<td>Sept. 18 &amp; 25</td>
<td>Paniagua, Guidelines for evaluating and using the epidemiological mental health literature with multicultural groups, pp. 95-104, and Using culturally biased instruments, pp. 105-124.</td>
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<td>Shorkey &amp; Rosen, Alcohol addiction and codependency, pp. 100-122.</td>
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<tr>
<td>Sec. I</td>
<td>Psychotherapy - (traditional and ego psychology)</td>
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<tr>
<td>Sept.30 &amp; Oct. 7</td>
<td>Greenson, Dynamics of the treatment situation, pp. 778-786.</td>
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<td>Goldstein, Ego psychology, pp. 375-406.</td>
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<td>Kaufman, The psychotherapy of dually diagnosed patients, pp. 9-18.</td>
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<td>Kline, Becker &amp; Giese, Psychodynamic interventions revisited: Options for the treatment of schizophrenia, pp. 366-376.</td>
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<td>Wohl, Traditional individual psychotherapy and ethnic minorities, pp. 74-88</td>
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<thead>
<tr>
<th>Sec I</th>
<th>Gestalt/Existential</th>
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<tr>
<td></td>
<td>Bugental &amp; Bracke, The future of existential-humanistic psychotherapy, pp. 29-33.</td>
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<td></td>
<td>Gagnon, Gestalt therapy with the schizophrenic patient, pp. 29-46.</td>
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<td>Greenberg, Healing the borderline, pp. 11-55.</td>
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<td>Paivio &amp; Greenberg, Resolving &quot;unfinished business&quot;: Efficacy of experiential therapy, pp. 419-424.</td>
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<td>Perls, Gestalt therapy verbatim, pp. 1-8 vii &amp; 1-54</td>
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<td>Saner, Culture bias of Gestalt therapy, pp. 57-70.</td>
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<td>Vontress, An existential approach to cross-cultural counseling, pp. 73-82.</td>
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<tr>
<th>Sec.I</th>
<th>Exam #1</th>
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<tbody>
<tr>
<td>Oct. 28</td>
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<tr>
<td>Sec. II</td>
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<td>Oct. 30</td>
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<tr>
<td>Sec. I:</td>
<td>Cognitive Therapy</td>
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<td>Sec. II:</td>
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<td>Nov. 6 &amp; 13</td>
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<td>Sec. I:</td>
<td>Behavior Therapy</td>
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<td>Sec II:</td>
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<td>Nov. 20 &amp; 27</td>
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<td>Sec I:</td>
<td>Exam #2</td>
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<tr>
<td>Dec. 2</td>
<td>Final day to turn in course assignment.</td>
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IX.  Bibliography

Bibliography designed based on the Organizing Framework for Class

Problem Solving

Psychotherapy

Existential/Gestalt Therapy


**Cognitive Therapy**


**Behavior Therapy**

