



*SCHOOL OF SOCIAL WORK*

**SWK 422: Integration & Application of Practice Theories in Social Work**

---

**INSTRUCTOR:** Patsy A. Boshears, LCSW

**OFFICE:** Henderson 306

**OFFICE HOURS:** By Appointment

**PHONE:** 903-348-2015

**E-MAIL:** pboshears@suddenlink.net

---

**COURSE DESCRIPTION:**

(3 credit hours). This course is designed to teach BSW students the Integration and Application of various practice theories and methodologies in social work practice. Students will learn to examine various theories' basic concepts, and how they may apply to different problematic case histories. Each theory will be examined in reference to potential use in treating individuals, families and groups as they may exist in a problematic social environmental setting. Students will participate in reviewing and assessing case studies, prior to developing a possible referral to the most appropriate therapy or methodology to address the findings in the study. This course will teach students skills in identifying and assessing behavioral, social, personality and cognitive traits, which may have a direct correlation between the therapy selected and the client system in treatment. This course will require focused reading(s) and attention to the assigned class assignments. **Prerequisites:** SWK 250, 275, 329 & 331. **Concurrent Enrollment:** SWK 425.

**GOALS AND COMPETENCIES:**

**1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:**

- 1.1 Apply critical thinking and effective communication (2.1.3)
- 1.2 Engage in research-informed practice and practice-informed research (2.1.6)
- 1.4 Apply knowledge of policy to practice (2.1.8)
- 1.5 Apply change strategies with all levels of systems (2.1.10)

**2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:**

- 2.1 Apply social work ethics & principles (2.1.2)
- 2.2 Engage diversity in practice (2.1.4)
- 2.3 Promote human rights and social and economic justice (2.1.5)

**3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:**

- 3.1 Identify and respond as a professional social worker (2.1.1)
- 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

**COURSE OBJECTIVES:**

1. To enhance and develop the student's abilities to understand how to assess and select practice theories and models utilized by social workers when engaging various client systems.
2. To increase student's skills in learning how to recognize various practice theories, and how they are applied in multiple practice setting.
3. To develop students skills and understandings of how outcomes of various practice models are evaluated for effective use in practice.
4. To develop student's ability to understand the importance of and appreciation of research knowledge and skills needed for effective evaluation of practice interventions.
5. To assist students in developing an understanding and relationship between using practice theories and the values and ethics of the professionalism in practice.
6. To facilitate the students' understanding of the application of knowledge and skills in practicing with systems from diverse and oppressed populations.

**TEXTS:**

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy*: (10th Edition) Wadsworth.

Students are required to purchase and utilize the text in class. Students should come to class prepared to discuss and articulate, with understanding, each assigned chapter from the text, as well other outside assigned readings.

Students will be provided handouts from other source to aid in the understanding of theories and methodologies of practice.

**GRADING:**

**400 - 360 Points = A**  
**359 - 320 Points = B**  
**319 - 280 Points = C**  
**279 - 240 Points = D**

**\*\*\* Assignments and values are tentative. This syllabus is currently being revamped to meet CSWE Standards and is subject to change. \*\*\***

**OVERVIEW OF ASSIGNMENTS:**

1. Students will be required to assess and apply practice theories to a problematic case review. You will be provided with the instrument sheets and the vignette to complete the assignment. The case review must be **type written, APA**, and will be worth 100 points. **The assignment is due August 1, 2016**
2. Students will be required to complete a two part comprehensive final examination. The exam will be worth 200 points. Half of the test will be open book, and the second half will be in class on the last class day. *The open book portion of the test is an individual test. It is not to be completed by a group. This is an evaluation of your ability to obtain information from the book. Do not help one another.*
3. Students will be assigned to groups and provide a comprehensive presentation on an assigned theory. This presentation will include a power point instruction of the chapter, and an applied demonstration of the theory. This assignment is valued at 100 pts. **Individual grades may vary depending on student participation in the process. Due dates will be determined the first day of class.**

Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. **All assignments must be turned in on hard copy, no electronic papers. E-mail or disks will not be accepted.** At the discretion of the instructor, it may be required to submit written assignments via "Turn-It-In", a program utilized to determine instances of plagiarism.

**Below is a partial list of factors that are addressed in the grading process:**

- Any error in APA reference or citation format from the 6th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)

- Incorrect use of possessives (examples of correct use are Shawn’s book, the parents’ child)
- Any contractions (e.g., I’m, can’t, won’t), except in direct quotes from another source)
- Lack of neatness (e.g., hand written corrections, uneven indentions)
- Papers that are not typewritten
- Use of a size other than #12 font
- Lines not double spaced
- Margins that are less than or wider than 1 inch
- Failure to indent the first line of a paragraph
- Incoherent sentences

**CLASS ATTENDANCE AND PARTICIPATION:**

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of “F”	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of “F”
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of “F”	

**ONLINE OR WEB-ENHANCED CLASSES:** Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students’ grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

**POLICY ON DUE DATES:**

**Late assignments will not be accepted. Assignments are due at the beginning of class, not after.**

**POLICY ON PLAGIARISM AND CHEATING:**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

**ACCEPTABLE CLASSROOM BEHAVIOR:**

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

## CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

## STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

## COURSE SCHEDULE

Week	Reading(s)	Assignment/Activities	Link to Comp.	SLO
May 11, 2016	Review Syllabus and Establish Course Expectations	Meet in Commerce at TAMUC main campus.		
June 6	Overview of First Three Chapters	This information has been previously taught in your practice classes and will serve as a review. It will include Ethics.		
June 13	Presentation			

SWK 422: Integration & Application of Practice Theories in Social Work

June 20	Presentation			
June 27	Presentation			
July 4	HOLIDAY			
July 11	Presentation			
July 18	Presentation			
July 25	Presentation			
August 1st	Presentation	1. Assignment One is Due 2. Take Home Portion of Test Provided.		
August 8th	Comprehensive Final Exam			
12				
13				
14				
15				
16				

**BIBLIOGRAPHY:**

Bekker, M.H.J., Belt,U. (2006). The role of autonomy in depression and anxiety. *Depression and Anxiety*, 23(5), 274-280.

Bentley, K.J., Walsh, J., Farmer, R.L. (2005). Social work roles and activities regarding psychiatric medication: Results of a national survey. *Social Work*, 50(4), 295-303.

Boyer, F., Novella, J.-L., Morrone, I., Jolly, D., Blanchard, F. (2004). The feasibility and effectiveness of brief interventions to prevent depression in older subjects: A systemic review. *International Journal of Geriatric Psychology*, 19(11), 1019-1034.

Capuzzi, D., & Gross, D.R. (1999). *Counseling and Psychotherapy (2<sup>nd</sup> ed.)*  
Upper Saddle River, NJ: Prentice Hall (Merrill).

Chaudron, L.H. (2007). Treating pregnant women with antidepressants : The gray zone. *Journal of Women's Health*, 16(4), 551-553.

Corey, G. (2001). *The art of integrative counseling*. Pacific Grove, CA: Brooks/Cole – Wadsworth.

- Courbasson, C.M.A., de sorkin, A.A., Dullerud, B., Van Wyk, L. (2007). Acupuncture treatment for women with concurrent substance use and anxiety/depression. *Family&Community Health*, 30(2), 112-120.
- Corsini, R., & Wedding, D (Eds.) (2005). *Current psychotherapies (7<sup>th</sup> ed.)* Belmont, CA: Wadsworth.
- Duffy, A. (2007). Does bipolar disorder exist in children? A selected review. *Canadian Journal of Psychiatry*, 52(7), 409-417.
- Forsell, Y., Winblad, B. (1998). Feelings of anxiety and associated variables in a very elderly population. *International Journal of Geriatric Psychiatry*, 13(7), 454-458.
- Fournier, R.R. (2002). A trauma education workshop on posttraumatic stress. *Health&Social Work*, 27(2), 113.
- Gilliland, B.E., & James, R.K. (1998). *Theories and strategies in counseling and psychotherapy (4<sup>th</sup> ed.)*. Boston, MA: Allyn Bacon.
- Hansen, J.C., Rossberg, R.H., & Cramer, S.H. (1994). *Counseling: Theory and process (5<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
- Hinrichsen, H., Morrison, T., Waller, G., Schmidt, V. (2007). Triggers of self induced vomiting in bulimic disorders: The roles of core beliefs and imagery. *Journal of Cognitive Psychotherapy*, 21(3), 261-272.
- Hopcroft, R.L., Bradley, D.B. (2007). The sex difference in depression across 29 countries. *Social Forces*, 85(4), 1483-1507.
- Ivey, A.E., D'Andrea, M., Ivey, M.B., & Simek-Morgan, L. (2002). *Counseling and psychotherapy: A multicultural perspective (5<sup>th</sup> ed.)*. Boston, MA: Allyn Bacon.
- Kottler, J.A. (2002). *Theories in counseling and Therapy: An experiential approach*. Boston, MA: Allyn Bacon.
- Linhorst, D.M., Hamilton, G., Young, E., Eckert, A. (2002). Opportunities and barriers to empowering people with severe mental illness through participation in treatment planning. *Social Work*, 47(4), 425-434.
- McCrae, R.R., Jian Yang, Costa Jr., P.T., Xiaolang Dai, Shuqiao Yao, Taisheng Cai, Beiling Gao, (2001). Personality profiles and the prediction of categorical personality disorders. *Journal of Personality*, 69(2), 155-174.
- Patterson, C.H., & Watkins, C.E. (1996). *Theories of psychotherapy (5<sup>th</sup> ed.)*. NY: Harper/Collins.



- Parrott, L. (2003). *Counseling and psychotherapy* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Power, M.J, Tarisia, M. (2007). Basic and complex emotions in depression and anxiety. *Clinical Psychology&Psychotherapy*, 14(1), 19-31.
- Prochaska, J.O., & Norcross, J.C. (2003). *Systems of psychotherapy: A transtheoretical analysis* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Raikes, J. (2003). Splitting hairs. *Psychology Today*, 36(3), 38.
- Rieher-Roller, A., Gschwandtner, U., Borgwardt, S., Aston, J., Pfluger, M., Rossler, W. (2006). Early detection and treatment of schizophrenia: How early? *Acta Psychiatrica Scandinavica*, 429(113), 73-80.
- Seligman, L. (2001). *Systems, strategies, and skills of counseling and psychotherapy*. Upper Saddle River, NJ: Prentice Hall (Merrill).
- Sharf, R.S. (2004). *Theories of psychotherapy and counseling: Concepts and cases* (3<sup>rd</sup> Ed.). Pacific Grove, CA: Brooks/Cole – Wadsworth.
- Thompson, S., Herrmann, N., Rapoport, M.J., Lanctot, K.L. (2007). Efficacy and safety of antidepressants for treatment of depression in Alzheimer's disease. *Journal of Psychiatry*, 52(4), 248-255.
- Vogt, D.S., Tanner, L.R. (2007). Risk and resilience factors for posttraumatic stress symptomatology in Gulf War I veterans. *Journal of Traumatic Stress*, 20(1), 27-38.
- Walsh, J., Green, R., Matthews, J., Bonucelli-Puerto, B. (2005). Social workers' views of the etiology of mental disorders: Results of a national study. *Social Work*, 50(1) 43-52.
- Walsh, J. (2002). Shyness and social phobia. *Health&Social Work*, 27(2), 113.
- Williams, D.R., Haile, R., Neighbors, H., Gonzalez, H.M., Baser, R., Jackson, J.S. (2007). The mental health of black Caribbean immigrants: Results from the national survey of American life. *American Journal of Public Health*, 97(1), 52-59.