9/5 Ends should guide beginnings
   Another should balance resources/strengths and worries/concerns
   Review of syllabus and assignments.

   (Hepworth et al.) Helping process, ch 3 pp. 33-53; Social work values, ch 4 61-78.
   Hepworth et al. exercise, pp. 76-77, nos. 3, 4, 6, 8 & 9. Formulate responses to client
   statements.
   Video: Into Madness
   The strengths perspective, and the risk of overly zealous intervention. Discussion of
   Bob and his family.
   CTool reply due by Oct 8

9-19 Empathy and authenticity. Hepworth et al., ch 5 Role induction 81-86; Levels of
   empathy 87-106; Authenticity and Self-disclosure 106-131; exercises 2 & 3, p. 125.
   Video: APA Responding to anger or Silent Movies, Responding to the Client Series
   Admired helper assignment due.

9/26 Engagement: Following, Exploring, and Communicating Effectively -- Hepworth et al.
   Ch. 6, pp. 132-162.
   Berkman article Professional choices: Ethics at Work.
   Video: Feminist Therapy

10-3 Multidimensional Assessment: Hepworth et al., Ch 8,179-205, .
   Lum 64-86 (note p. 64 not 68)
   Video: Ivey/Sue//Hispanic/Asian videos.

10-10 Assessment: Group HRL, ch 11, 283-312.
   Corey & Corey, 2002, 98-120
   Video: Pope-Davis Multicultural counseling, Part II video (religion, disability, age,
   culture and language).

10-17 Study Break

10-24 Intrapersonal (critical consciousness), Interpersonal, and Institutional sources of
   discrimination.
   Comas-Dias & Jacobsen;
   Video: Madigan, Narrative Therapy
   Multicultural counseling, Part II
CTool reply due by Nov 5

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10-31</td>
<td>Goals Planning, Hepworth et al., ch 12 pp. 313-354; Video: Play Therapy with a Six Year Old</td>
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<td>Course paper due</td>
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<td>11-7</td>
<td>Implementing change, problems solving Hepworth et al., ch 13, 357-408. (White, 1998, 287-313) Theoretical framework or model presentation. Video: Missy (Into Madness)</td>
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<td>Discussion group analysis paper due.</td>
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<td>11-21</td>
<td>Family interventions. Hepworth et al. ch 15, pp. 457-494 Lukas 44-57 couple and family Video: Aponte/Structural therapy</td>
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<tr>
<td>12-5</td>
<td>Student group presentations  Readings: Powell; Wituk Endings (Compton, Galaway, &amp; Cournoyer, 2005, pp. 319-325)</td>
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<tr>
<td>12-12</td>
<td>Course review. Discussion of take home exam. How has this course helped you become more like your admired helper? Maya Angelou and how resilience is acquired. Self-help and support group resources</td>
</tr>
<tr>
<td>12-19</td>
<td>Take home exam due.</td>
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Class Environment

I want you to discuss your thoughts and feelings about course topics during class sessions. I believe it is important to hear yourself talk, and important for you to get feedback on your ideas. I think you will be surprised and “empowered” when you realize how much you know.

If you are inclined to be quiet, I hope this note will encourage you to talk. If you’re inclined to talk a lot, try holding back a bit to see if others will respond.

I hope we can create an environment that will encourage the expression of controversial or contrarian views especially as they concern religion, sexuality, and race/ethnicity. Disagreements are welcome, including with the instructor, but they should be respectful. Think of this as helping with your practice since disagreeing with your clients in a constructive and helpful manner is a good skill to have.

I don’t assume that I always get things right in class. For example, sometimes I might pass over someone’s point too quickly. Other times I might let things go on too long. Please let me know (anonymously or otherwise) how things are going for you as we go along.

In general, I want you to consider that topics, themes, and conversations carry over from week to week and therefore being there is necessary to get the course. When a class is missed, it’s more than a class. “Getting the notes” doesn’t really get it.

Assignments

**Assignment 1**: Describe a social worker or other helping person (it can be someone isn’t paid for it) you admire. Discuss how s/he helps people in three specific ways:

a) by reference to one or more ideas in the “Helping Process and Ethics and Values” readings in Hepworth et al. 33-53 and 61-74;

b) by being sensitive to PODS concerns;

c) in a manner that will influence you as you go forward in your helping career. Limit 2 pages (no cover page, adjust font as necessary), 5 points. **Due 9/19**

**Assignment 2**: Select three readings in CTools: INTP 521 007 F06 for critique (one scheduled for a class up to and including the Oct 10 class, one for up to and including the Nov 7 class, and finally one for up to the Dec 12 class). Post your reply/critique by the Sunday before the class in which it will be discussed. Please do not use attachments as they are cumbersome in Ctools. I recommend you prepare your comment in WORD and then paste into CTools. Save your WORD file in case there are any problems.

The critique should be approximately 250 words (more if you wish). The critique should cite specific passages as it discusses:

a) the major insight(s) or idea(s) in the article.

b) your ideas about how the insight or idea can be applied in social work practice.

c) any points that need to be clarified or challenged.

This assignment asks for your interpretation and analysis of the reading rather than a summary or a paraphrase of the reading. Your reply should be your unique impression of the reading, though you may want to comment on an earlier reply, and indeed your reply may be the richer for it. As someone who has replied, you should expect to contribute to the class discussion about the reading even if it occurs after the assigned date. Thus remember what you posted, and be prepared to talk about it in class.
Thoughtful and timely critiques will contribute up to 15 points toward your grade. Superficial, missing, or late critiques will result in deductions.

Note:

I would like to meet with you early in the term to discuss your plans for the paper(s) (and, if you wish, give you some feedback on your Ctools responses). You do not need to have a firm topic or be ready to work on the paper to benefit from the conference. I can help you clarify a topic of your interest, think about an outline for your paper, and develop a literature search strategy. Perhaps most importantly, I can help you think about how your ideas apply to social work practice. If you can’t make my office hours, let me know what times will work for you so we can make other arrangements.

**Assignment 3: Course Paper due Oct 31** (1500 words, approx. 7-10 pages, 35 points). If the options below do not appeal to you (perhaps you are a macro student) let’s talk about how you might meet this requirement.

...choosing what to learn is the hard part; learning it is a lot easier. Daniel Tosteson, Harvard Medical School

Everybody is ignorant only about different things.” Will Rogers

**Option A: Interpersonal Practice Topic of your choice** (A topic we’ve discussed and agreed upon. This is where the earlier mentioned conference comes in. I’m confident that we can shape any interest you have into an acceptable paper topic, try me.)

**Option B: Clinical Assessment and Treatment Discussion**

A person with a clear conscience is a person with a faulty memory

Like most people, he lied best by omission, and what he didn't want you to know there was no point asking about. Mary Karr, The Liars' Club p.19

“Life is not what one lived, but what one remembers and how one remembers it in order to recount it.” In Living to Tell the Tale, Gabriel García Márquez

Postmodernists have questioned whether ordered accounts of other ways of being in the world—accounts that offer monological, comprehensive, and all-too-coherent explanations—are credible at all, and whether we are not so imprisoned in our own modes of thought and perception as to be incapable of grasping, much less crediting, those of others. Clifford Geertz, Culture War, NY Rev of Books, XLII, (19) 11/30/95, p. 5.

things have ...'been evolving from a focus on the observed world as object, to a focus on the observing person as subject, to a focus on the place between subject and object, that is, the intersubjective domain where interpretation occurs in community with others.’ (D. Pare 1995 in Freedman, J. and Combs, G. Narrative Therapy: The social construction of preferred realities. New York: Norton; 1996.)

This option calls for a culturally sensitive paper about a core but challenging and never fully mastered clinical task.

Select a client, from a minority culture (seniors, women, persons with low socioeconomic status, persons with disabilities, transgendered persons or an oppressed racial or ethnic group). For this purpose “client” can refer to an applicant, a respondent, a prospect, or to a person committed to the helping process—a client in the strict sense. If you do not have a current “client,” you may wish to consider past clients or acquaintances.
To preserve confidentiality, print the phrase “Disguised Information” as a header or footer on each page of your paper, and otherwise indicate that identifying client and agency information has been changed.

Describe the presenting problem from the client’s point of view, indicating how the client’s culture (including religious/spiritual commitment or orientation, as appropriate) impacts the way they see the problem, and the “solutions” they can imagine or are likely to accept. Quote, paraphrase, or use the client’s “voice” whenever you can.

Place the client and the problem in context by describing the client’s age, income, education, family status, general health, and ethnicity.

Describe the supportive and undermining factors in the client’s life. Include information about present and, as relevant, past supportive and undermining relationships. As part of this relationship assessment, describe how the client responds to you and other helping persons.

Discuss any ethical dilemmas in terms of what the client wants, or what others in the client’s system (including organizations) want from this client intervention.

Please understand that I appreciate how rare it is to have all the information one would like to have about one’s clients. I also appreciate that depending on your service agency, your client’s problems, and your theoretical orientation, some types of information will be more relevant than others.

If your agency used an assessment or intervention guide, you can, if you wish, incorporate parts of it in your paper. If so attach a copy of the guide to the paper.

Describe how you arrived at (or could now in hindsight arrive at) mutually agreed upon goals. Consider goals in some but not all of the following areas: improving the client’s quality of life, enhancing social support, developing environmental resources, changing cognitions, modifying behavior and strengthening problem solving skills. Goals should be SMART ones (Specific, Measurable, Actionable, Realistic and Timely (Compton, Gallaway, & Cournoyer, 2005, p. 198). Be sure to make explicit links between assessment findings and treatment goals.

Discussion of Service Agreement or Intervention Activities

“The definition of a good clinician is one who makes prudent decisions based on insufficient information” J. R. DePaulo M.D., NAMI Advocate, Winter, 2005, p. 33.

Tell all the Truth but tell it slant-
Success in Circuit lies
Too bright for our infirm delight
The Truth’s superb surprise
As Lightning to the Children eased
With explanation kind
The Truth must dazzle gradually
Or every man be blind-       Emily Dickinson

We constructed our lives around a misunderstanding, and if ever I tried to pull it out and fix it now I would fall down flat. Misunderstanding is my cornerstone. It's everyone's, come to think of it. Illusions mistaken for truth are the pavement under our feet. They are what we call civilization. Kingsolver, Barbara, The Poisonwood Bible p. 532


Discuss how you have, or would have, intervened with the client and, if you were continuing to work with the client, how would you plan to intervene in the future. Try to set aside
concerns about whether now with 20/20 hindsight you made mistakes. Instead focus on learning from your work by discussing what you would do again, and what you would do differently. If you didn’t work with a client, or are in the early stages of work, discuss what you would have done or plan to do in upcoming sessions or interventions.

Discuss the treatment challenges or difficulties that you ran into or expect to run into and what you might have done (or will do), to minimize them. Discuss the specific criteria you will use to assess progress toward treatment goals.

Use references to deepen your understanding of issues in the paper. The best references are those that offer you deep insight or counter-intuitive ideas about the client or issue, and that also are evidence-based, which usually means peer reviewed and fairly current. (Many books are not rigorously peer reviewed.) A minimum of six references should be cited but keep in mind that it’s not just quantity but quality is very important. Two but not more than three references should be drawn from HR&L, Chapters 8-10 & 13-20. If Internet references are used, cite the URL and the date accessed in your reference list.

**Option C: Identifying and Encouraging Movement Along Alternative Pathways Toward Problem Resolution or Recovery:**

This option recognizes that many people change and do so apart from the formal human service system. Even if they know about the formal system, they may prefer to work on their problems in some other way, perhaps with your “admired helper” if s/he is not a professional provider. Some people may shy away from what they regard as dependent or culturally unacceptable client roles.

This option recognizes that many people take alternative paths, actually more than use formal human service and mental health services. Some make use of natural and indirect sources of social support, e.g., from neighbors or extended family. Others find strength in the support available from self-help groups where they benefit from the solidarity and experiential knowledge of people like themselves.

Why should these alternatives be of concern to social workers? Because social workers can play a key role in helping people find and effectively use these pathways, often using these pathways along with professional services. Accordingly this paper should examine the nature of a particular alternative support system and how social workers can help people make use of it.

Although these pathways are described as alternatives to professional service, they as mentioned above should also be thought of as potential conjoint, complements to professional help. Think counseling plus NAMI, or therapy plus a 12 step group. Other alternative pathways (and they are really only “alternatives” from a professional’s perspective) could take the form of an unexpected reorganization of one’s identity “in the face of a sudden crisis or cumulative maturation. (White, 1998, 329)” Such reorganizations are sometimes referred to as conversions, or as turning over of a new leaf. In professional jargon they are sometimes discounted as spontaneous remissions.

Other alternative approaches unfold in broad social contexts. They may involve an expansion or modification of one’s social networks through participation in churches, ethnic groups, and all manner of social groups and organizations. In the course of some of these involvements, relationships that play a key role in the change may be developed with mentors, elders, informal helpers, indigenous healers, shamans, etc.

This option involves writing a paper about one of these pathways or alternative support describing the experience of a person or persons you have known. Discuss how seekers get started on the pathway, the people they encounter, the nature of their interactions, and the outcomes they experience.

In addition, there must be a strong social work-relevant component to the paper. What are the lessons for social work? How might social workers become involved in helping people get started and follow through on these alternative pathways. The paper must have a substantial link to social work practice. If you plan to use this option, be sure to talk with me.
Please do not put your paper in a folder as they are easier to handle without them. Late papers will be marked down one grade and will not receive comments unless arrangements have been made two weeks in advance.

**Assignment 4:** Discussion group analysis. This assignment which grows out of your work in the small discussion groups has two parts. One is an individual 2-3 page paper worth 8 points. The other is a group presentation to the class worth up to 7 points for all members, i.e. it is a group grade.

As you participate in and observe your group, select a concept that explains or provides insight into what is happening in your group. Keep in mind that not all of the happenings will be pleasing, though some may be instructive, and you may wish to write about them. Some ideas about conceptualizing what is going on in the group can be found in HRL Ch 11 “Forming and Assessing Social Work Groups” and in the Corey & Corey readings. You cold write, for example, about one of the following: start-up issues, expectations, ground rules, frustrations, composition, group climate, non-verbal behavior, norms, member roles, functional and dysfunctional behaviors, resistance, conflict, decision making, leadership, interpersonal learning (social comparison), cohesion, and so on. Incorporate into your paper comparisons with other groups you are familiar with (e.g., another counseling or learning group, or a group organized around a recreational or social action interest).

An individual paper that conceptualizes some aspect of your group and compares it with another group is part one and **due November 14.**

Part two is a presentation to the class that integrates the work done on the individual papers by members of your group. This should not be a simple reading of the papers but a creative, intellectually challenging presentation that goes beyond the individual papers and yet links them. You should know I’m not much for “knots.” Therefore, if you make the class part of the presentation, make sure the activity is tightly coupled to your teaching points. Putting it differently, content objectives should drive the presentation activity. The presentation may involve role play, PowerPoint slides, class discussion, etc. Use your creativity! It should include a single handout (I can make copies) for the whole group that a) outlines the group’s goals, b) provides summary information, and c) offers a small number of key references. The presentation should also allow time for questions and discussion, and time to complete the evaluation to be developed by the group.

Following the presentation, the group should review the evaluative feedback in light of the group goals made explicit in the evaluation form. A group spokesperson should then e-mail me a one paragraph summary of the group’s evaluation of the presentation. I will then assign the group’s grade, **up to 7 points.** The presentations are scheduled beginning **November 28.**

Note: “In a perfect world, group projects would be no problem. There would be no conflict, no slacking, everyone would contribute and things would run smoothly according to schedule. Yeah right... in a perfect world.” [http://www.iamnext.com/academics/groupproject.html](http://www.iamnext.com/academics/groupproject.html), accessed 8/31/06.

I want to discourage slacking because it interferes with other students’ learning. Thus I want to know if there is a problem in your group. I also recognize, however, there may be special circumstances that prevent full participation in the preparation for the group presentation. If that happens to be your situation let me know and we’ll make other arrangements.
**FINAL EXAM:**

The exam is in the form of short-answer essay questions about class discussions, readings, handouts, and earlier assignments. The exam will be available December 12, or before. The exam will enhance your knowledge of the concepts dealt with in the class and your ability to integrate and apply them to clinical situations. Due December 19 worth 30 points.

Assignment percentages are as follows:

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<tr>
<td>Admired Helper</td>
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<td>CTools</td>
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<td>Paper</td>
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<td>Group Project (Paper 8; Presentation 7)</td>
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Paper: Conversion of Letter Grade to Number Grade

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<td>A-</td>
<td>32</td>
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Final Grade

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The fine print is for problems which I hope won’t arise. But just in case, the rules are: If for any reason you miss more than two sessions, the grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort.

In fairness to other students, papers cannot be rewritten for a higher grade except when the initial grade is C or below. In that case the paper can be rewritten and the grade will be the average of the first and second paper. I am, of course, available to meet with you to explain my comments on your paper and to suggest ways to strengthen your work.

If you want me to reconsider your grade you must submit in writing before we schedule an appointment your evaluation of the paper and your reasons for the request. If we had a conference about the paper, refer to the understanding reached about the goals and the content of the paper. If we didn’t have a conference, explain how your paper built on the relevant literature (refer to specific citations) and class discussions.

Life is a handful of short stories, pretending to be a novel   Anon