

THE UNIVERSITY OF THE WEST INDIES

ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF BEHAVIOURAL SCIENCES

SOCIOLOGY • SOCIAL WORK • PSYCHOLOGY • POLITICAL SCIENCE

Telephone: (868) 662-2002, 645-3232-9 Exts. 2020,2024, 2539, 3234, Fax: (868) 663-4948

**COURSE OUTLINE**

# **SEMESTER II 2020**

# **SOWK 6004 - ADVANCED SOCIAL WORK INTERVENTIONS**

**LEVEL : Post Graduate**

**CREDITS : 3**

**Lecturer : Camille Huggins, PhD**

**Contact : 1-868-662-2002 Ext. No. 5284**

**Email Address : Camille.Huggins@sta.uwi.edu**

**Office : Department of Behavioural Sciences, Carmody Road**

**Office Hours : Mondays, Tuesdays & Wednesdays 11:30–1:00pm.**

**By appointment**

**PREREQUISITES:**

The course builds on the following courses offered in the B.Sc. Social Work programme of study:

* Theory and Practice of Social Work (I, II, III, IV)
* Group and Individual Counselling
* Family and Child Welfare
* Developmental and Abnormal Psychology

**COURSE DESCRIPTION AND RATIONALE**

The content of this course and the learning objectives are rationalized by the expectation that advanced Social Work practice requires critical analysis, regulated structured evaluation and a commitment to reflective practice. The advanced practitioner must be able to synthesize a broad range of professional, disciplinary and clients’ knowledge and to practice with relative autonomy and expertise. The course will embrace an approach that will promote an interrogation of this knowledge contextualized historically and culturally within the Caribbean region.

The learning will involve critical analysis of the theory and practice of a range of selected therapeutic approaches and perspectives, practice issues and trends in working with individuals, groups, families and client populations with specific needs and/or living in special circumstances. Accordingly, there will be specific and direct focus on Social Work intervention with e.g. adult and young survivors of trauma, people with disabilities and youth at risk. Additionally, there will be special emphasis on the rights of clients and the efficacy of a rights based approach to practice.

In this context, the relevance and applicability of traditional and contemporary theories and methods of Social Work practice will be evaluated to determine the realistic scope of these for the empowerment of the Caribbean people.

The course will also further the discourse of ethical and legal issues and the personal and environmental challenges of Social Work practice. It is offered in conjunction with a Seminar in Advanced Social Work Practice and is linked thematically to other courses in the Master in Social Work programme:

* Advanced Social Work Theory and Practice
* Advanced Practicum
* Social Work Issues of Equality
* Research Project
* Planning and Leadership

**UWI GRADUATE OUTCOMES**

This course concentrates on the following qualities of the distinctive UWI graduate:

1. A critical and creative thinker
2. An effective communicator with good interpersonal skills
3. Globally aware and well-grounded in his/her regional identity
4. Socially, culturally and environmentally responsible and guided by strong ethical values.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

By the end of this course, you should be able to:

1. Possess advanced knowledge of selected theories, approaches and perspectives for Social Work intervention in relation to the Caribbean context.
2. Possess advanced skills in applying and integrating specific theories and methods in Social Work intervention with diverse client populations and situations.
3. Analyze and apply social work theories and practices and apply reflective practice.
4. Analyze and evaluate values, ethical standards, and conflicts in social work.
5. Develop evaluation plans and analyze how they inform interventions.

**Programme Goals and** **Course Learning Outcomes Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program level learning outcomes** | **Course Learning Outcomes** | | |  |  |
|  | **1** | **2** | **3** | **4** | **5** |
| To prepare graduates for generalist, professional Social Work practice with individuals, families, groups, organizations, and communities. | **X** | **X** | **X** | **X** | **x** |
| To ensure that graduates acquire professional competencies for functioning effectively in and across the Public, NGO and private sectors. | **X** | **X** | **X** | **X** |  |
| To develop the conceptual capacities, the practical, applied skills and a broad knowledge base, which includes national, Caribbean and international perspectives that would enable graduates to identify and engage with the institutional and structural causes of problems. | **X** | **X** | **X** | **X** | **X** |
| To equip the learners with the relevant expertise, ethical grounding and human relations skills to work with diverse client systems in the promotion of individual and community well-being and social justice. |  | **X** | **X** | **X** |  |
| Through the integration of human development issues into the curriculum, to provide the student with a foundation in developmental Social Work, | **x** | **x** | **x** | **X** |  |
| To prepare academically qualified students for advanced Social Work education. | **x** | **x** | **x** |  | **X** |
| Through teaching, research and outreach, to develop the knowledge base that must underpin Social Work education, practice and social policy in the Caribbean region. |  | **x** |  | **X** | **X** |
| To develop the capacity to engage with and contribute to the body of scientific knowledge in the field, through research and on-going learning. |  | **x** |  | **X** | **X** |

**Assessments Description**

The assignments in this course have been designed so that the student builds upon them throughout the course in the following assessments:

**Short papers 25%- 5 short papers, 5 points per entry**

In this course you will be asked to provide five short 2 page papers on various topics highlighted in the course. The intent of the short papers is for you to reflect on some of the interventions we address in this course. The entries will be collected weekly and counted towards completion of the course. You will get a zero for every paper you miss. **Each paper entry is worth 5 points. 3 points of content that is supported with evidence. And 2 points for grammar.**

**COURSE ASSESSMENT TYPE AND COURSE LEARNING OUTCOME MATRIX**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Type** | **Course Learning outcomes** | | |  | **Weighting % Assessment Description** | |
| **1** | **2** | **3** | **4** |
| **On-line Assignments** | **X** | **X** |  | **X** | **25%** | **Five (5) short written assignments five (5) points each** |
| **Treatment plan presentation** | **X** | **X** | **X** | **X** | **10%** | **Presentation**  **Written Assignment** |
| **Final Examination** | **X** | **X** | **X** | **X** | **65%** | **Examination** |

**UNIVERSITY GRADING SCHEME**

*A-to A+ (A- 75-79; A 80-89; A+ -90-100)*

*B-to B+ (B- 60-64; B 65-69; B+ 70-74)*

*C-to C+ (C - 50-54; C+ 55-59)*

*F1: 40 to 49*

*F2: 30 to 39*

*F3: 0-29*

**Treatment Plan and Presentation**: 10% of the final mark

As a continuation of the Advance After you have completed the bio-psycho-social assessment- you will present the case to the class in a 10-minute presentation. This is an opportunity to present a client to the class with all their life history and presenting problems. Using one or more of the theories in the course to assess the client. This will be your analysis of the client on the following levels: individual interpersonal relations, the family unit and the family's interchange with the social network and other environmental or ecological factors. The client’s presenting problems as they see it and your analysis of the presenting problem.

**Strengths**:  What are the client's strengths? Think of how the person has coped to date with the problem. Do they have social, intellectual, physical, emotional resources? **Course of Treatment:** Describe how you expect the treatment to go? How do you best suggest that the problems are handled, how long might it take to resolve the problems? What resistance from the client do you foresee? Why?

**Grading Rubric**

|  |  |
| --- | --- |
| Application of theory for assessment and intervention | 5-4 points- excellent  3 points- good  2 points- fair  1-0 point- poor |
| Presentation | 5-4 points- excellent  3 points- good  2 points- fair  1-0 point- poor |

**COURSE CALENDAR**

|  |  |
| --- | --- |
| **Date** | **Topic and Readings** |
| 28/1/ 2020 | **Overview of the course outline**  Overview of writing standards  Overview of reading research articles.  Critical thinking in clinical practice  Overview of essential theories |
| 4/2/2020 | **The importance of assessment**  Overview of assessment - This is the gathering relevant information, forming a picture of the situation, what needs to be done and so on, as well as forming a view as to how the situation can best to be tackled. Assessment: mental, environment, social support, strengths, areas with need. |
| 11/2/2020 | **Clinical Interventions**  **Components of Cognitive theory and Cognitive Behavioural therapy**  Overview of Aaron Beck- Cognitive behaviour therapy, Albert Ellis rational emotive theory, William Glasser’s Choice theory, Dialectical behavioural therapy, Acceptance and Commitment Therapy, mindfulness-based cognitive behavior therapy.  **Paper due: 11/2/2020** |
| 18/2/2020 | **Crisis theory and Trauma Focused Cognitive Behavioural Therapy**  Overview of the crisis theory and Trauma Focused CBT  **Paper due: 18/2/2020** |
| 25/2/2020 | **No class** |
| 3/3/2020 | **Life Model, Assimilation theory and Problem-solving model**  Review of the Life model theory and its components. Overview of the Assimilation theory and process in working with migrants. An overview of the Problem-solving model.  **Paper due:** **3/3/2020** |
| 10/3/2020 | **Family Interventions**  Understanding Family systems, developing eco-maps and genograms |
| 17/3/2020 | **An overview of contextual family therapy**  **Paper due:** **17/3/2020** |
| 24/3/2020 | **Understanding interventions when working children**  Overview of evidence-informed practices for children and their families in social service agencies. |
| 31/3/2020 | **Understanding interventions when working with older adults**  Overview of evidence-informed practices working with older adults and those with disabilities  **Paper due: 31/3/2020** |
| 7/4/2020 | **Treatment Plan and Presentation** |
| 14/4/2020 | **Treatment Plan and Presentation** |

**REQUIRED READING RESOURCES:**

Barrow, C. (1996) *Family in The Caribbean; Themes and Perspectives.*

Jamaica: Ian Randle Publishers Ltd.

Turner, F.J. (2017). Social Work Treatment: Interlocking theoretical approaches (6th ed.). New York: New York: Oxford University Press.

**RECOMMENDED READING RESOURCES**:

Brown, D. Rodgers, Y. & Kapadia, K. (2008). Multicultural Considerations for the Application of Attachment Theory. *American Journal of Psychotherapy, 62*, 353-363.

Bryant, C. E., & Harder, J. (2008). [Treating suicidality in African American adolescents with cognitivebehavioraltherapy](https://class.waldenu.edu/bbcswebdav/institution/USW1/201630_01/PH_HUMN/HUMN_8110/Week%205/Resources/Resources/embedded/Bryant.pdf).*Child&AdolescentSocialWorkJournal,25*(1),1-9.

Carbone, D. J. (2010). [Using cognitive therapies to treat unstable attachment patterns in adults with childhood histories of social rejection](https://class.waldenu.edu/bbcswebdav/institution/USW1/201630_01/PH_HUMN/HUMN_8110/Week%205/Resources/Resources/embedded/Carbone.pdf). *Journal of Aggression, Maltreatment & Trauma, 19*(1) 105-134.

Christ, G. & Diwanm S. (2008). Chronic Illness and Aging. The role of social work

in managing chronic illness care. *Council on Social Work Education.*

Corcoran, J., & Pillai, V. (2009). A review of the research on solution-focused therapy.

*British Journal of Social Work, 39*(2), 234-242.

Kaur, S., & Sandhi, D. (2013). Trauma-focused CBT for reducing the behaviour problems of

adolescents abused sexually during childhood. *Indian Journal of Positive Psychology, 4*, 429-433.

Kim, J. (2008). Examining the Effectiveness of Solution-Focused Brief Therapy:

a Meta-Analysis. *Research on Social Work Practice* doi: 10.1177/1049731507307807.

Kitchiner, N., Phillips, B., Roberts, N., Bisson, J., (2006). Increasing access to

trauma focused cognitive behavioural therapy for post-traumatic stress disorder through a pilot feasibility study of a group clinical supervision model. *Behavioral and Cognitive Psychotherapy, 35*, 251-254.

Knight, C. (2015). Trauma-informed social work practice: Practice considerations

and Challenges. Clinical Social Work Journal, 43 (1). 25-37.

Knox, K., & Roberts, A., (2005). Crisis Intervention and Crisis team models in schools.

*Children and Schools, 27, 93-100.*

Lowe. C., Murray, c., (2014). Adult Service Users’ experiences of trauma-focused cognitive

behavioural therapy. *Journal of Contemporary Psychotherapy, 44,* 223-231.

Miller, S., Tice, C., Harnek-Hall, D. (2008). The Generalist Model:

Where do the micro and macro converge? *Advances in Social Work, 9,* 79-90.

Paveza, G. (2013). Assessment of the elderly. In M. Holosko, C. Dulmus, & K. Sowers (Eds.) *Social Work Practice with individuals and families: Evidence-informed assessments and interventions* (pp. 177-195).

Pinhey, T. & milman, S., (2004). Asian/Pacific Islander Adolescent Sexual Orientation and

Suicide Risk in Guam. *Research and Practice, 94*, 1204-1206.

Regehr, C. (2001). Crisis debriefing groups for emergency responder: reviewing the evidence. *Brief Treatment and Crisis Intervention, 1*, 87-116.

Ruffolo, M.C. & Allen-Meares, P. (2013). Intervention with children. In M.J. Holosko, C., Dulmus, & K.M. Sowere (Eds.). Social Work Practice with individuals and families: Evidence-Informed assessments and interventions.

Solution-Focused Brief Therapy Association <http://www.sfbta.org/>

<http://www.christianmentalhealth.com/doc/pps/counseling_marital_conflicts.pps#284,21>,

Healthy Marital Relationships

McGoldrick, M., Gerson, R., &  Shellenberger, S. (1999). Genograms: Assessment and Intervention (2nd ed.). New York, NY, US: W. W. Norton & Co, Inc.

**University Policies and Expectations**

1. **Academic Integrity**

*You should be explicit with students about your expectations for citation of outside sources in written work, bearing in mind that different disciplines follow different conventions for scholarly citation. You should include a clear statement about the academic integrity standards for your field.*

* + 1. **Accommodations for students with disabilities**

Students should refer to the University of the West Indies St Augustine Campus, Student Disability policy <https://sta.uwi.edu/resources/policies/Student_Disability.pdf>

**C. Attendance**

Students needs to make a minimum seventy-five (75%) attendance, which means you can miss three classes.

**D. Plagiarism**

Plagiarism is defined as the unacknowledged use of the words, ideas or creations of another. The principal categories of unacknowledged use are unacknowledged quotation, which is failure to credit quotations of another person’s spoken or written words; and unattributed borrowing, which is failure to credit another person’s ideas, opinions, theories, graphs or diagrams. Unattributed borrowing also includes the failure to credit another person’s work when paraphrasing from that work. Cosmetic paraphrasing is also plagiarism. This occurs when, even with acknowledgment, the words are so close to the original that what is deemed to have been paraphrased is, in fact a modified quote, but is not presented as such. A more technical form of plagiarism is wrongly attributed borrowing, where one does not acknowledge the work from which one obtained an idea, but quotes, instead, the original source without having read it. This may well convey a broader research effort than that actually expended and may perpetuate misinterpretation.

It is now a requirement for all students to pass their written assignments, be it coursework, theses, research papers, project reports through plagiarism detection software**. In the case of theses, research papers and project reports, supervisors are required to sit with their students and run the thesis, research paper or project report through Turnitin in order to provide guidance on any revisions that may be required as a result of this process. Supervisors must then sign the relevant forms indicating that the student has indeed run their work through a plagiarism detection software.**

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