

**YESHIVA UNIVERSITY  
WURZWEILER SCHOOL OF SOCIAL WORK**

**CLINICAL PRACTICE with INDIVIDUALS AND FAMILIES - I  
SWK 6013  
2020**

**COURSE DESCRIPTION**

Clinical Practice I in the second year of the Master's Degree Program builds upon the first year Foundation and HBSE courses. Students develop conceptual, practical, theoretical and ethical frameworks that will inform their casework skills with individuals, families and couples in social service agencies.

Specific clinical practice theories are explored for their applicability to a refined assessment of client(s) needs. Students formulate therapeutic interventions based on assessments that include an appreciation of the impact of the social, political and agency context, ethnicity, minority status, gender, sexual orientation, social class and cultural issues, as well as the assessment of the values, ethics and relevant practice research findings on their clients.

**I. COURSE COMPETENCY OUTCOMES**

This course will help students achieve the following competencies:

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

Social workers use reflection and self-regulation to manage personal values and

maintain professionalism in practice situations. Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Social workers use technology ethically and appropriately to facilitate practice outcomes; and, social workers use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences; and social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers use practice experience and theory to inform scientific inquiry and research. Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and social workers use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Students will:

**Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Students will:

**Competency 8 – Interventions with Individuals, Families, Groups, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

## **II. INSTRUCTIONAL METHODS**

This course is taught with didactic lecture, class presentations, class discussion, audiovisual teaching tools and role-plays. Required readings are marked by an asterisk next to them. Required articles are available online from the electronic reserves of the Pollack library. The course password to access them is Wurzweiler.

## **III. COURSE EXPECTATIONS AND GRADING**

### **Required Texts and Articles**

- Berzoff, J., Flanagan, L.M., Hertz, P. (2016). *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts* (4<sup>th</sup>. Ed.) New York: Rowman & Littlefield Publishers, Inc.

### **Suggested Texts:**

- Goldstein, E. G. (1997). *Ego psychology and social work practice* (2<sup>nd</sup> ed.). New York: The Free Press.
- Saleebey, D. (2013). *The strengths perspective in social work practices* (6th ed.). New Jersey: Pearson.

## **IV. COURSE REQUIREMENTS**

### **Written Assignment # 1**

### **Due Date Session #7**

### **BIOPSYCHOSOCIAL ASSESSMENT AND TREATMENT PLAN**

A full biopsychosocial assessment and treatment plan should be developed based on client from the students' fieldwork experience. A detailed outline follows:

Part 1-Describe your agency setting. How does the agency impact on social casework methods and how does it address your role and function as a social worker as defined by this agency?

Part 2-Provide a biopsychosocial assessment (Identifying data, presenting problem, personal and family history, medical history, legal history, educational/vocational history as it relates to presenting problem, mental health or social service treatment history, current level of functioning, diagnostic impressions (DSM V), and prognosis based on strengths and limitations). Include the role of culture, race, religion, class, and gender as they relate to the client's experience of the presenting problem.

Part 3-Review client contact to date (this can include a segment of process to illustrate significant themes or to highlight client-worker dynamics). Also include counter-transferential material and make use of practice examples to illustrate where appropriate.

Part 4-Identify your treatment plan and interventions utilized thus far.

Part 5-Demonstrate a familiarity of the knowledge base of a particular population or issue (i.e.: elderly, domestic violence) that is relevant to work with this client. Elaborate on what skills are most indicated in working with this population.

### **ORAL PRESENTATION**

This assignment specifically measures the following competencies:

Each student will be expected to make an oral presentation of social casework practice with a client from their current field work experience. The presentation should demonstrate command of the following criteria:

1. An organized presentation of biopsychosocial data, using a genogram to describe a particular client. Discuss a particular learning issue that has emerged from practice with this client;
2. An application of professional language and concepts;
3. An identification and formulation of a practice issue reflecting social casework content. You may wish to discuss a clinical intervention that you have had difficulty applying or you may want to talk about a clinical situation you have not understood well in order to get feedback from the class;
4. A familiarity of the knowledge base of a particular population or issue (i.e.; the elderly, domestic violence) that is relevant to work with this client;
5. An articulation of interventions and theory (ies) applied with this client. Justify the

theory (ies) you have selected;

6. An openness and thoughtfulness in responding to class members' questions or comments;
7. A professional presentation style
  - A. Appropriate eye contact
  - B. Presentation of professional self
  - C. Coherent, articulate delivery

## **Written Assignment #2**

**Due date: Session 13**

### **ASSESSMENT, TRANSFERENCE AND COUNTERTRANSFERENCE**

Each student is expected to write a graduate level (APA format) case presentation, which analyzes client engagement, assessment of the client system and the client-worker relationship.

The paper should draw on relevant social work literature, and wherever indicated provide an illustration of engagement, assessment and client-worker dynamics using practice examples drawn from client interactions.

1. Provide brief biopsychosocial assessment (history/current functioning)
2. Identify engagement skills (empathy/elaborating)
3. Analyze nature of client-worker relationship and identify potential transference and countertransference issues
4. What are your thoughts about what might help you to manage your feelings/reactions as you go through your relationship with this client?

Paper should be 8-10 pages with citations. You may write the paper in first person, but please comply with all other APA rules.

### **GRADING CRITERIA**

Fieldwork must be passed in conjunction with Social Casework.

A letter grade (A, A-, B+, B, B-, C+, C or F) will be given based on:

Quality and scholarship of written assignments-75%

Quality of class participation and presentations-25%

### **V. STUDENTS WITH DISABILITIES**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during

the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

## **VI. E-RESERVE E-RES Code: Wurzweiler**

What is eReserve?

EReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

### **How do I use eReserve?**

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - [eres@yu.edu](mailto:eres@yu.edu).

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

## **Vii. PLAGIARISM**

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

## **VIII. HIPAA ALERT**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

### **CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

## **IX. COURSE OUTLINE**

### **UNIT I: INTRODUCTION - SESSION 1-4**

**Learning Themes:** Clinical Practice Engagement and Assessment

This unit reviews the objectives for the class, course content, learning methods, course expectations, grading, and assignments. Review and enhance understanding of engaging a client system, completing a biopsychosocial assessment, developing a treatment plan, and developing a diagnostic impression.

### **Readings:**

Berzoff, J; Drisko, J. (2015). What Clinical Social Workers Need to Know: Bio-psycho-social knowledge and skills for the Twenty First Century. *Clinical Social Work Journal*, 43, 3, 263-273.

Berzoff, J., Flanagan, L.M., Hertz, P. (2016). *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts* (3rd. Ed.) New York: Rowman & Littlefield Publishers, Inc. CHAPTER 1.

Coleman, D. (2008). The Therapeutic Alliance in Multicultural Practice. *Psychoanalytic Social Work*, 15, 2, 65-91.

Collins, S.; Arthur, N.; Wong-Wylie, G. (2010). Enhancing reflective practice in multicultural counseling through cultural auditing. *Journal of Counseling &*

*Development*, 88, 3, 340-347.

- Eaton, Y.M., & Roberts, A.R. (2009). Front Line Crisis Intervention (E-RES). In Roberts, A.R. (Ed.) (2009). *Social workers' desk reference* (207-214). NY: Oxford University Press.
- Ell, K. (1996). Crisis theory and Social Work Practice. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed., 168-190). New York: The Free Press.
- Fortune, A.E., Reid, W.J., & Reyome, D.P. (2009). Task-Centered Practice. In Roberts, A.R. (Ed.) (226-230). NY: Oxford University Press.
- Gelman, C., González, M J. (2015). Epilogue: Clinical social work practice—Past, present, and future. *Clinical Social Work Journal*, 43, 3, 334-336.
- Gibbons, S. (2011). Understanding Empathy as a Complex Construct: A Review of the Literature. *Clinical Social Work Journal*, 39, 3, 243-252.
- Goldberg, M. (2000). Conflicting principles in multicultural social work. *Families in Society*, 81, 1, 12-22.
- Grady, M.D., Strom-Gottfried, K. (2011). No Easy Answers: Ethical Challenges Working with Sex Offenders. *Clinical Social Work Journal*, 39, 1, 18-27.
- Harkness, D. (2012). Preview: The Diagnosis of Mental Disorders in Clinical Social Work: A Review of Standards of Care. *Clinical Social Work Journal*, 39, 3, 223-231.
- Hawkins, RL. & Kim, E.J, (2012). The Socio-Economic Empowerment Assessment: Addressing Poverty and Economic Distress in Clients. *Clinical Social Work Journal*, 40, 2, 194-202.
- Laser, J., & Stephens, P. M (2011). Working with Military Families through Deployment and Beyond. *Clinical Social Work Journal*, 39, 1, 28-38.
- Lee, M. Y. (2003). A solution-focused approach to cross-cultural clinical social work practice: Utilizing cultural strengths. *Families in Society*, Vol. 84, 3, 385-395.
- Lee, E. (2012). A Working Model of Cross-Cultural Clinical Practice (CCCP). *Clinical Social Work Journal*, 40, 1, 23-36.
- Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37, 4, 267-276.



- Saleebey, D. (2006). *The Strengths Perspective in Social Work Practice*. (4th Edition), Boston: Pearson/Allyn & Bacon.
- Shapiro, F., & Liliotis, D. (2011). EMDR and the Adaptive Information Processing Model: Integrative Treatment and Case Conceptualization. *Clinical Social Work Journal*, 39, 2, 191-200.
- Staniforth, Barbara (2015). Review of 101 social work clinical techniques. *Journal of Social Work*, 15, 1, 107-108.
- Tosone, C., Nuttman-Schwartz, O., & Stephens, T. (2012). Shared Trauma: When the Professional is Personal. *Clinical Social Work Journal* 40. 2, 231-239.
- Turney, D., (2010). A relationship-based approach to engaging involuntary clients: The contribution of recognition theory. *Child & Family Social Work*, 17 (2) p149-159.
- Woods, M. E., & Hollis, F. (2000). Casework: A psychosocial therapy (5th ed.) NY:McGraw Hill (chs. 5-8 over first half of semester)

## UNIT II: SESSION 5-6

Learning Theme: The two-person interactive perspective

Learn the use of transference and countertransference as diagnostic and treatment tools; Concept of client's "resistant" behavior; the dynamic interplay of intrapsychic and environmental factors as well as intersubjectivity between worker and client.

### Readings:

- Arnd-Caddigan, M., Pozzuto, R. (2008). Use of Self in Relational Clinical Social Work. *Clinical Social Work Journal*, 36, 323-243.
- Bliss, S. (2012). Preview Making a Difference in Patients' Lives: Emotional Experience in the Therapeutic Setting. *Clinical Social Work Journal*, 40. 1, 106-108.
- Berzoff, J., & Kita, E. (2010). Compassion Fatigue and Countertransference: Two Different Concepts. *Clinical Social Work Journal*, 38. 3, 341-349.
- Brill, M, Nahmani, N. (2017). The Presence of Compassion in Therapy, *Clinical Social Work Journal*, 45, 1, 10-21.
- Goldstein, E. (1995). Ch. 9, "The nature of the client-worker relationship" (pp. 200–224).

- Groshong, L., Phillips, D. (2015). The impact of electronic communication on confidentiality in clinical social work practice. *Clinical Social Work Journal*, 43, 2, 142-150
- Horowitz, R. (2002). Psychotherapy and schizophrenia: The mirror of countertransference. *Clinical Social Work Journal*, 30(3), 235-244.
- Maclaren, C. (2008). Use of Self in Cognitive Behavioral Therapy. *Clinical Social Work Journal*, 36, 3, 245-253.
- Reamer, F.G., (2013). Social work in a digital age: Ethical and risk management challenges. *Social Work*, 58, 2, 163-172.
- Rosin, J. (2015). The necessity of counselor individuation for fostering reflective practice. *Journal of Counseling & Development*, 93 (1) p88-95.
- Schamess, G. (2012). Mutual Transformation in Psychotherapy. *Clinical Social Work Journal*, 40, 4, 10-22.
- Yedidia, T. (2005). Immigrant therapists' unresolved identity problems and countertransference. *Clinical Social Work Journal*, 33(2), 159-171.

### UNIT III: Session 7-12

#### Learning Themes: Crisis, Brief, & Short Term Approaches

This section presents overview of theories of clinical practice and their integration into practice. The importance of the time frame in which casework takes place with a focus on Learn the knowledge and skills base of short-term approaches (Cognitive-behavioral, Motivational Interviewing, Problem-Solving, Task-centered, Crisis Intervention & Solution-Focused, DBT, Brief Psychodynamic approaches).

## **READINGS**

- Dimeff, L., Linehan, M. (2001). DBT in a Nutshell. *The California Psychologist*, 34, 1, 10-13.
- Eaton, Y.M., & Roberts, A.R. (2009). Front Line Crisis Intervention. In Roberts, A.R. (Ed.) (2009). *Social workers' desk reference* (207-214). NY: Oxford University Press.
- Ell, K. (1996). Crisis theory and Social Work Practice. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed., 168-190), New York: The Free Press.
- Fortune, A.E., Reid, W.J., & Reyome, D.P. (2009). Task-Centered Practice. In Roberts, A.R. (Ed.) (2009) *Social workers' desk reference* (pp. 226-230). NY: Oxford University Press.
- Johnston, L., Terp, D.M. (2018). Support is a Complicated Concept: A Social Work Practice Reflection on Support and Anxiety. *Clinical Social Work Journal*, 1-13.
- Hettema, J., Steele, J., & Miller, W. (2005) Motivational Interviewing. *Annual Review of Clinical Psychology*, 1, 91-111.
- Lynch, T.L., Chapman, A.L., Rosenthal, M.Z., Kuo, J.R., & Linehan, M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of Clinical Psychology*, 62, 4, 459-480.
- Pender Greene, M., & Blitz, L.V. (2012). The Elephant Is Not Pink: Talking About White, Black, and Brown to Achieve Excellence in Clinical Practice. *Clinical Social Work Journal*, 40, 2, 203-212.
- Reid, W. J. (1996). Task-centered social work. In F. Turner (Ed.), *Social work Treatment: Interlocking theoretical approaches* (4<sup>th</sup> ed., pp. 617-640). New York: The Free Press.
- Shapiro, F., & Laliotis, D. (2011). EMDR and the Adaptive Information Processing Model: Integrative Treatment and Case Conceptualization. *Clinical Social Work Journal*, 39, 2, 191-200.
- Turner, J & Jaco, R.M. (1996). The problem-solving theory and social work Treatment. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed., pp. 503-522) New York: The Free Press

## UNIT IV: Session 13-14

### Learning Theme: Multicultural Clinical Practice

Develop critical knowledge, skill and values for multiculturally sensitive clinical practice.

### Readings:

Berzoff, J., Flanagan, L.M., Hertz, P. (2011). Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts (3rd. Ed.) **CHAPTER 9, 11 & 12**

Collins, S.; Arthur, N.; Wong-Wylie, G. (2010). Enhancing reflective practice in Multicultural counseling through cultural auditing. *Journal of Counseling & Development*, 88 (3) p340-347.

Goldberg, M. (2000). Conflicting principles in multicultural social work. *Families in Society*, 81(1)12-22.

### **Clinical Practice with Individuals and Families I Bibliography**

Ashenberg-Straussner, L. (2012). Clinical Treatment of Substance Abusers: Past, Present and Future. *Clinical Social Work Journal*, 40. 2, 127-133.

Alexander, J. (2004). Toward a theory of cultural trauma. In J. C. Alexander, R. Eyerman, B. Glesen, N. J. Smelser, & P. Sztompka (Eds.), *Cultural trauma and Collective identity*. 1-29. Berkeley, CA: University of California Press.

Arrendondo, P., & Toporek, B. (2004). Multicultural counseling competencies: Ethical practice. *Journal of Mental Health Counseling*, 26, 1, 44-55.

Bedard, L.E. (1998). Expanding social workers' perceptions of multicultural practice: An illustration from the Hispanic community. *International Social Work*, 1, 1, 71-78.

Dean, H.E. (1998). The primacy of the ethical aim in clinical social work: Its relationship to social justice and mental health. *Smith College Studies in Social Work*, 69, 1, 9-25.

Deits, C.A. (2000). Responding to oppression and abuse: A feminist challenge to social work. *Affilia*, 1, 3, 369-390.

Goldberg, M. (2000) Conflicting principles in multicultural social work, *Families in Society*, 8, 1, 12-22.

- Goldstein, H. (1998). Education for ethical dilemmas in social work practice, *Families in Society*, 70, 3, 241-254.
- Hodge, D. R. (2004), Spirituality and people with mental illness: Developing spiritual competency in assessment and intervention. *Families in Society: The Journal of Contemporary human Services*, 85, 1, 36-44.
- Jackson, V.H. (1999) Clinical practice guidelines: Should social work develop them? *Research on Social Work Practice*, 9, 3, 331-338.
- Jacobs, C. (2007). Spiritual development. In J. F. Lesser & D. S. Pope (Eds.). *Human behavior and the social environment: Theory and practice*. 188-203. Boston: Allyn & Bacon.
- Leon, A. (1999). Compassion fatigue: Consideration for working with the elderly. *Journal of Gerontological social work*, 32, 1, 43-63.
- Lightburn, A., & Sessions, P. (Eds.) (2005). *Handbook of community-based clinical practice*. NY: Oxford University Press.
- Malone, M. (2000). Social work early intervention for young children with developmental disabilities. *Health & Social Work*, 25, 3, 169-181.
- Rosenbloom, M. (1988). Lessons of the holocaust for mental health practice. In R. L. Braham (Ed.), *The psychological perspectives of the holocaust and of its aftermath*. New York: Columbia University Press.
- Rock, B. (2000). The new confidentiality for the 21<sup>st</sup> century in a managed care environment. *Social Work*, 44, 3, 253-263.
- Rose, R.J. (1999). Applying a strengths-based practice approach in working with people with developmental disabilities and their families. *Families in Society*, 80, 1, 25-34.
- Rose, S.M. (2000). Reflections on empowerment-based practice. *Social Work*, 45, 5, 403-413.
- Stout, K. D., & Thomas, S. (1997). Fear and dangerousness in shelter work with battered women. *Affilia: Journal of Women and Social Work*, 6, 21, 74-86.
- Tosone, Carol Celebrating forty years of clinical social work. *Clinical Social Work Journal*, 41, 1, 1-2.
- Walsh, J. (2011). Therapeutic Communication with Psychotic Clients. *Clinical Social Work Journal*, 39, 1, 1-8