

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**Clinical Practice with Individuals and Families II
SWK6014
Spring 2020**

I. COURSE DESCRIPTION

Clinical Practice II builds upon the core knowledge, practice principles and skills developed in Foundations Practice I, II and Clinical Practice I. With Clinical Practice I completed, students have acquired a theoretical framework of specific casework approaches and have developed a better understanding of the critical components of a useful biopsychosocial assessment of individuals and families. Building upon the ecological/systemic framework within the Clinical Practice I, this course expands the theoretical lenses through which social work assessment and intervention may be carried out. Drawing upon concepts and principles of psychodynamic and family/systemic theories that focus on the intrapsychic and transactional dynamics of an individual within various systems respectively, the course examines the interlocking nature of these theories that inform contemporary clinical social work practice. Particular attention is paid to how differential assessment and intervention unfold in the client/worker relationship within agency-based practice.

II. 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.

1A. Recognize and manage personal values in a way that allows professional values to guide practice

1B. Make ethical decisions by applying standards of the NASW Code of Ethics.

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.

2A. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power

2B. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

2C. Recognize and communicate their understanding of the importance of difference in shaping life experience.

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.

4B. Use research evidence to inform practice

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:

6A. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

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:

7A. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

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. Students will:

8A. implement interventions to achieve practice goals and enhance capacities of clients, systems, organizations and communities;

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

9A. Analyze, monitor and evaluate interventions.

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.

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.

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.

E-RESERVE

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? PASSWORD SWK6014S

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.

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

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 is provided at the beginning of each semester.

REQUIRED TEXTS

Required Texts and Articles

Berzoff, J. Flanagan, L., & Hertz, P. (2011). Inside Out and Outside In: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts. Rowman & Littlefield Pub., Inc. New York.

Recommended Texts

Goldstein, E. G. (1997). *Ego psychology and social work practice* (2nd ed.). New York: The Free Press. ISBN 9780029121504, \$32.95

Journal articles that are required reading are available as electronic reserve articles from the YU Library. Required readings are marked by an asterisk next to them. Required articles are available online from the electronic reserves of the Pollack library.

III. COURSE ASSIGNMENTS

Clinical Practice Assignment I – Practice Critique Due 7th Session

Each student must develop a mid-term written assignment (8-10 pages) on assessment of a case from your practice as informed by psychodynamic theories.

A detailed outline follows:

1. Each student must develop a mid-term paper (8-10pgs) on a client that they have assessed and treated from a particular practice theory
2. Include class, race, culture, religion, sexual orientation of your client
3. How has the psychosocial frame of reference informed your assessment of the client's situation and your specific treatment plans and interventions with the client thus far?
4. Which practice theory informed your practice, key concepts, practice principles and interventions?
5. What is the dynamic relationship between?
 - A) Clients past and current themes/challenges
 - B) Client's conscious and unconscious issues
 - C) Client and worker's current and transference relationship

Include excerpts from practice to illustrate these aspects where appropriate

For any citations, use APA 6th Edition citation format throughout your paper, including in your reference section. The paper should make use of 5-10 citations, half of which may be taken from course readings. A limited bibliography is required. Late papers will be graded down. (Half a grade a week).

Clinical Practice Assignment II – Final Paper Due 13th Session

Each student will be responsible for developing a final paper (6-8pgs.) wherein they:

1. Present and develop an overview of a client you have worked with.
2. Which goals/objectives were met? Which were not? What were the obstacles?
3. Discuss your thoughts about endings/terminations with the client, agency and the student role. What were anticipated/unanticipated responses from your client and yourself in the termination process? Provide excerpts from your practice to illustrate.
4. What ethical considerations influenced your work during termination? (E.g. adequacy of referrals, disclosure, confidentiality).
5. What is the termination plan for the client (i.e. transfer, referral)?

Written assignments are to be presented in a scholarly manner, drawing from relevant social work literature to support and expand your thoughts. Papers are to follow APA format, 6th edition.

GRADING CRITERIA

A passing grade in Fieldwork is required to pass Clinical Practice with Individuals and Families II.

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

- Quality, scholarship and timeliness of papers (75%)
- Quality of class participation (25%)

SESSION OUTLINE

UNIT I: (Sessions 1-10) *Psychodynamic Approaches*

Classroom Focus: An overview of the theoretical underpinnings of psychosocial and psychodynamic approaches with a focus on the

integration of theory with clinical practice principles and interventions. (Psychosocial, Ego Psychology, Object Relations, Attachment Theory, Psychodynamic and Cognitive Theory, Evidence-Based approaches).

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

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

❖ = REQUIRED

Readings

Allen, JG. (2008). Psychotherapy: The Artful Use of Science. *Smith College Studies in Social Work, 78, 2/3, 159-181.*

Barth, F D. (2011). Integrative Approaches to Clinical Practice. *Clinical Social Work Journal, 39, 2, 119-121.*

❖ **Berzoff, J. Flanagan, L., & Hertz, P. (2011). Inside Out and Outside In: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts. Rowman & Littlefield Pub., Inc. New York.**

CHAP. 2, 3, 4

CHAP. 6 Object Relations Theory/Therapy

CHAP. 8 Attachment Theory/Therapy

CHAP. 9 Integration of Psychodynamic and Cognitive Therapy

Brandell, Jr. (2010). Contemporary Psychoanalytic Perspectives on Attachment *Psychoanalytic Social Work, 17, 2, 132-157.*

Byrne, G; Egan, J. (2018). A Review of the Effectiveness and Mechanisms of Change for Three Psychological Interventions for Borderline Personality Disorder, *Clinical Social Work Journal, 1-13.*

Connors, M.E. (2011). Integrative Symptom-Focused Dynamic Psychotherapy. *Clinical Social Work Journal, 39. 2, 122-131.*

Defife, J., Horst, K., Schachter, J., & Thomas, H. (2012). Ulm Psychoanalytic Process Research Study Group: From Psychoanalytic Narrative to Empirical Single Case Research: Implications for Psychoanalytic Practice. *Clinical Social Work Journal, 40. 1, 112-114.*

Edward, J. (2009). When Social Work and Psychoanalysis Meet. *Clinical Social Work Journal* 3, 1, 14-22.

Epstein, I. (2011). Reconciling evidence-based practice, evidence-informed practice and practice-based research: The role of clinical data-mining. *Social Work*, 56, 3, 284-288.

Gilgun, F. (2005). The 4 cornerstones of evidence-based practice in social work. *Research on Social Work Practice*, 15, 1 , 52-61.

Goldstein, E. (1997). Ego Psychology and Social Work Practice.

- ❖ Ch. 1, 2
- ❖ Ch. 3,4,

Goldstein, E. (2009). The Relationship between Social Work and Psychoanalysis: The Future Impact of Social Workers . *Clinical Social Work Journal*, 37, 1, 7-13.

Turrini, P., & Siskind, D. (2009). Gertrude and Rubin Blanck: Their Contributions to the Theory and Practice of Clinical Social Work and to the Body of Psychoanalytic Knowledge. *Clinical Social Work Journal*, 37. 1, 32-44.

UNIT II: (Sessions 10-11) Trauma-Informed Approaches

Beckerman, N.L, & Pass, J. (2008). After the Assault: Cognitive Trauma Therapy with a Single Event Trauma Survivor. *Clinical Social Work Journal*, 36. 3, 255-263.

Cloitre, M., Courtois, C.A., Charuvastra, A., Carapezza, R., Stolbach, B.C., & Green, B.L. (2011). Treatment of complex PTSD: Results of the ISTSS expert clinician survey on best practices *Journal of Traumatic Stress*, 24, 6, 1-14.

Forbes, D. ,Creamer, M., Bisson, J.I., Cohen, J.A., Crow, B.E., Foa. E.B., Friedman,M.J., Keane, T.M., Kudler, H.S., Ursano, R.J., (2010). A guide to guidelines for the treatment of PTSD and related conditions *Journal of Traumatic Stress*. 23, 5, 537-552.

UNIT III: (Session 12) Advanced Principles of Clinical Practice with Families

Classroom Focus: Concepts about the family are explained, including the family as a system, family life cycle, family value system, coping patterns, structure, communication and roles. The variables of ethnicity, culture, class, gender and life cycle are identified and studied in the context of casework practice. Interventive principles and techniques are applied to the student's practice experience.

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

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

Readings:

Addison, S., & Coolhart, D. (2015). Expanding the Therapy Paradigm with Queer Couples: A Relational Intersectional Lens. *Family Process*, 54, 3, 435–453.

Becerra, R.M., Thomas, W., & Ong, P.M. (2001). Latino and African American Non-custodial fathers: Perceptions of fatherhood and child support. *Journal o Ethnic & Cultural Diversity in Social Work*, 10,3, 3-30.

Chung, H., & Gayle, J. (2009). Family functioning and self-differentiation: A cross-cultural examination, *Contemporary Family Therapy: An International Journal*, 31 (2), 140-159.

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

Reczek, C. (2014). Conducting a Multi Family Member Interview Study. *Family Process*. 53, 2, 318–335.

Hartman, A., & Laird, J. (1995). Diagrammatic assessment of family relationships. *Families In Society*, 76,1,111-122..

Kita, E. (2011). Potential and Possibility: Psychodynamic Psychotherapy and Social Change with Incarcerated Patients. *Clinical Social Work Journal*, 39. 1, 9-17.

Levy, A. (2008). The Therapeutic Action of Play in the Psychodynamic Treatment of Children: A Critical Analysis. *Clinical Social Work Journal* 36, 3, 281-

291.

Manning, C., Cornelius, L., & Okundaye, J. (2004). Empowering African Americans through social work practice: Integrating an Afrocentric perspective, ego psychology and spirituality. *Families in Society, 85*(2), 229-235.

Negrón-Rodríguez, L. K. (2000). Latino families in therapy: A guide to multicultural practice. *Clinical Social Work Journal, 28*(1), 128-132.

Nelson T.S.; Chenail R.J.; Alexander J.F.; Crane D.R.; Johnson S.M.; Schwallie, L. (2007). The development of core competencies for the practice of marriage and family therapy. *Journal of Marital and Family Therapy, 33*(4), 417-438..

Nye, C. (2005). Conversations with Suwanrang: The treatment relationship in cultural context. *Clinical Social Work Journal, 33*(1), 37-54

O'Dell, S. (2000). Psychotherapy with gay and lesbian families: Opportunities for cultural inclusion and clinical challenge. *Clinical Social Work Journal, 28* (2), 171-184.

Sheinberg, M., & True, F. (2008). Treating family relational trauma: A recursive process using a decision dialogue. *Family Process, 47* (2), 173-195.

Smith, J. (2009). Therapy with Single Parents: A Social Constructionist Approach. *Smith College Studies in Social Work, 79*, 1, 69-107.

Turrini, P. (2008). Understanding Adoption, Clinical Work with Adults, Children, and Parents. *Smith College Studies in Social Work, 78*, 4, 495-500.

UNIT IV: (Sessions 13, 14) Clinical interventions in the *Termination Phase*

Classroom Focus: To sensitize the students to the issues surrounding the termination process and the necessary work of ending the social work relationship; separation and termination and its impact on clients' transference and underlying issues; workers' countertransference and challenges in initiating termination with clients and assessing progress and need; preparing for referrals.

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

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

Competency 9- Analyze, monitor and evaluate interventions.

Readings:

Anthony, S. & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal* 26,3, 281-296.

Baum, N. (2006). Therapists' responses to treatment termination: An inquiry into the variables that contribute to therapists' experiences. *Clinical Social Work Journal*, 35, 97-106.

Bembry, J.X. & Ericson, C. (1999). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal*, 16,3, 177-189.

Bernier, A. & Dozier, M. (2002). The client-counselor match and the corrective emotional experience: Evidence from interpersonal and attachment research. *Psychotherapy: Theory, Research, Practice, Training*, 39,1, 32-43.

Fortune, A. (1987). Grief only? Client and social worker reactions to termination. *Clinical Social Work Journal*, 15, 159-171.

Hill, N. (2009). Affirmative Practice and Alternative Sexual Orientations: Helping Clients Navigate the Coming Out Process. *Clinical Social Work Journal*, 37, 4, 346-356.

Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C. & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. *Psychotherapy Research*, 21:2, 154-167.

Palvarini, P. (2010). Is the concept of corrective emotional experience still topical? *American Journal of Psychotherapy*, 64, 2, 171-94. Retrieved from <http://search.proquest.com/docview/652275942?accountid=15178>

Siebold, C. (2007). Every time we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal*, 35, 91-95.

Zilberstein, K. (2008). Au Revoir: An Attachment and Loss Perspective on Termination. *Clinical Social Work Journal*, 36:301-311.

Zilberstein, K (2008). Au Revoir: An Attachment and Loss Perspective on Termination. *Clinical Social Work Journal*, 36. 3, 301-311.

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- Altshuler, Sandra (1999). Children in kinship foster care speak out: We think we're doing fine. *Child and Adolescent Social Work Journal*, 16, (3) pp. 215-220.
- Ashenberg Straussner, L.(2012). Clinical Treatment of Substance Abusers: Past, Present and Future. *Clinical Social Work Journal*, 40, 2, 127-133.
- Barth, R. (1986). Social and cognitive treatment of children and adolescents. San Francisco, CA: Jossey Bass.
- Bloom, M., Fischer, J., & Orme, J. (1995). Evaluating practice: Guidelines for the accountable professional. Boston: Allyn & Bacon.
- Caldwell, R. I. (2005). At the confluence of memory and meaning-Life review with older adults and families: Using narrative therapy and the expressive arts to re-member and re-author stories of resilience. *The Family Journal Counseling and Therapy for Couples and Families*. 13(2), 172-175.
- Carter, Betty, (1999). We don't exactly get the welcome wagon: The experiences of gay and lesbian Adolescents in child welfare systems. *International social work*, 42, (4) pp. 502-512.
- Carter, B., & McGoldrick, M. (1989). The changing family life cycle. Boston: Allyn and Bacon.
- Compton, B. R., & Galaway, B. (1989). Social work processes (Fourth Edition). Endings in social work practice. Chicago: Dorsey Press.
- Courtney, Angela (1999). Assessing woman battering in mental health services. *International Social Work*, 42, (4) pp.515-520.
- Eyerman, R. (2003). Cultural trauma, slavery, and the formation of African American identity. Cambridge, UK: Cambridge University press.
- Grayer, E. D., & Sax, P. R. (1986). A model for the diagnostic and therapeutic use of countertransference. *Clinical Social Work Journal*, 14,4, 195-209.
- Hall, J. A. (1996). Empirically based treatment for parent-adolescent conflict.

Social Casework, 65,10, 487-495.

- Holden, G., Barker, K. Rosenberg, G., & Cohen, J. (2012). Information for Clinical Social Work Practice: A Potential Solution. *Clinical Social Work Journal*, 40, 2, 166-174
- Hutchinson, E. D. (1987). Use of authority in direct social work practice with mandated clients. *Social Service Review*, 61, 581-598.
- Kruk, E. (1994). The disengaged noncustodial father: Implications for social work practice with the divorced family. *Social Work*, 39,1, 15-25.
- Leon, Ana (1999). Compassion Fatigue: Consideration for working with the elderly. *Journal of Gerontological social work*, 32, (1) pp.43-63.
- Malone, Michael (2000). Social Work early intervention for young children with developmental disabilities. *Health & Social Work*, 25, (3) pp. 169-181.
- McGoldrick, M., & Gerson, R. (1985). Genograms in family assessment. New York: W.W. Norton.
- Mirabito, Diane M. (2009). Educating a New Generation of Social Workers: Challenges and Skills Needed for Contemporary Agency-Based Practice *Clinical Social Work Journal*, 40, 2, 245-254.
- Naleppa, M. (1998). Task-centered case management for the elderly: Developing a practice model. *Research on Social Work Practice*, 8,1, 63-86.
- Padgett, DK; Henwood, BF. (2012). Qualitative Research for and in Practice: Findings from Studies with Homeless Adults Who Have Serious Mental Illness and Co-Occurring Substance Abuse. *Clinical Social Work Journal*, 40, 2, 187-193.
- Ringel, S. (2008). Formative Experiences of Orthodox Jewish Women: Attachment Patterns and Spiritual Development. *Clinical Social Work Journal*, 36, 1, 73-82.
- Sable, P. (2008). What is Adult Attachment? *Clinical Social Work Journal*, 36, 1, 21-30.
- Seinfeld, J. (2012). Spirituality in Social Work Practice. *Clinical Social Work Journal*, 40. 2, 240-244.

Sun, An-Pyng (2012). Helping Homeless Individuals with Co-occurring Disorders: The Four Components. *Social Work, 57, 1, 23-37*

Videka, L, Goldstein, E. (2012). 50 Years and the Future of Agency-Based Clinical Social Work Practice: Introduction to the Special Issue. *Clinical Social Work Journal, 40, 2, 119-126.*