Clinical Practice with Individuals and Families II
SWK6014
Summer 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.

**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.

**Competency 3: Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.** Social workers are advocates for human rights, economic and environmental justice in direct practice with individuals, families, groups and communities as well as efforts focused on program development and policy development.

**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 5- Engage in policy practice**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.
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.

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.

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:

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
Social workers understand that evaluation 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.

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 aspect 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**

**Recommended Texts**

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:
Each student must develop a mid-term paper (8-10pgs) on a client that they have assessed and treated from a particular practice theory

1. Brief Psychosocial-Include class, race, culture, religion, sexual orientation of your client and presenting problem;

2. How has the psychosocial frame of reference (person-in-environment) informed your assessment of the client’s situation and your specific treatment plans and interventions with the client?

4. Which practice theory informed your practice, key concepts, practice principles and specific 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 transferential relationship

6. 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).

[Competencies 1-9]

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.

[Competencies 1-9]

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-, C+, C or F) will be given based on:
- Quality, scholarship and timeliness of papers (75%)
- Quality of class participation (25%)

SESSION OUTLINE

MODULE I (Sessions 1-2) Psychosocial Approach

Classroom Focus: An overview of the theoretical underpinnings of psychosocial approach with a focus on the Woods-Hollis paradigm of six interventive techniques from a person-in-environment framework.

Readings:


Module 2 (Sessions 3-5) Ego Psychology

Classroom Focus: An overview of the theoretical underpinnings of psychodynamic approaches with a focus on the integration of theory with clinical practice principles and interventions of Ego Psychology.

Readings:


**MODULE 3 (Sessions 6-7) Object Relations and Attachment Theories**

**Classroom Focus:** An overview of the theoretical underpinnings of psychodynamic approaches with a focus on the integration of theory with clinical practice principles and interventions of Object Relations and Attachment theories.

**Readings:**

Berzoff CHAP. 6  Object Relations Theory/Therapy

Berzoff CHAP. 8  Attachment Theory/Therapy


**MODULE 4: (Sessions 8-9) Evidence-Based**

**Classroom focus:** An overview of evidence-based approaches with a focus on the integration of theory with clinical practice principles and interventions.

**Readings:**

Berzoff, Chapter 18


Forbes, D., Creamer, M., Bisson, J.I., Cohen, J.A., Crow, B.E., Foa. E.B.,


**MODULE 5 (Sessions 10) Trauma-Informed Approaches**

**Classroom focus:** An overview of trauma, ptsd and trauma-informed approaches with a focus on the integration of theory with clinical practice principles and interventions.

**Readings:**


**Module 6- (Sessions 12-13) 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.
Readings:


**MODULE 7 (Session 14) Practitioner Evaluation**

**Classroom Focus:** This module provides an overview of practitioner evaluation and ways of measuring practitioner efficacy.


Harvey, J. Oliver, M. & Smith, J. (2002). Towards effective practitioner evaluation:

**BIBLIOGRAPHY**


American identity. Cambridge, UK: Cambridge University press.


