

**YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK**

**CLINICAL PRACTICE with INDIVIDUALS AND FAMILIES - I
SWK 6013
SUMMER 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.

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.

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.

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. 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.

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.

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* (4th. Ed.) New York: Rowman & Littlefield Publishers, Inc.

Suggested Texts:

- Goldstein, E. G. (1997). *Ego psychology and social work practice* (2nd 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

A full biopsychosocial assessment 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 practice skills (empathy, engagement, professional use of self, etc.) utilized thus far.

Part 5-Report from the social work literature, demonstrate a familiarity of the knowledge base and assessment of this particular population or issue (i.e.: elderly, domestic violence) that is relevant to work with this client.

[Competencies 1-9]

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 theory (ies) and skills 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 styles
 - A. Appropriate eye contact
 - B. Presentation of professional self

C. Coherent, articulate delivery

[Competencies 1-9]

Written Assignment #2

Due date: Session 13

USE OF SELF, 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?
5. Include how your reflections on your professional use of self with this client evolved.

Paper should be 8-10 pages with citations. You may write the paper in first person, but please comply with all other APA 7 rules.

[Competencies 1-9]

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 (Wurzweiler)
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

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 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.

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

Module 1: Sessions 1-2 Introduction/ Engagement Skills

This module 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.

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.

Saleebey, D. (2006). *The Strengths Perspective in Social Work Practice*. (4th Edition), Boston: Pearson/Allyn & Bacon.

Staniforth, Barbara (2015). Review of 101 social work clinical techniques. *Journal of Social Work*, 15, 1, 107-108.

Woods, M. E., & Hollis, F. (2000). *Casework: A psychosocial therapy* (5th ed.) NY: McGraw Hill (chs. 5-8 over first half of semester)

MODULE 2: Sessions 3-4 Biopsychosocial Assessment, Treatment Planning and Multicultural Sensitivity

This module reviews and deepens the student's understanding of facilitating, conceptualizing and writing up a comprehensive biopsychosocial assessment. Particular attention is paid to assessments based in multicultural inclusion and sensitivity.

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

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) p340-347.

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

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.

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.

MODULE 3-Sessions 5-6 Transference-Countertransference

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:

- Ackerman, C. E. (2019). Mental Health Treatment Plans: Templates, Goals & Objectives. <https://positivepsychology.com/mental-health-treatment-plans/>
- 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.
- Ragesh, G., Ameer, H., & Sajitha, K. (2015). Guidelines for Social Work Assessment in Mental Health Settings. *International Journal of Research and Scientific Innovation*. https://www.researchgate.net/publication/303719508_Guidelines_for_Social_Work_Assessment

- Rosin, J. (2015). The necessity of counselor individuation for fostering reflective practice. *Journal of Counseling & Development*, 93 (1), 88-95.
- 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.
- 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.

MODULE 4-Sessions 7-8 Brief 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 (Task-centered, and Crisis Intervention)

- 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., Tarp, D.M. (2018). Support is a Complicated Concept: A Social Work Practice Reflection on Support and Anxiety. *Clinical Social Work Journal*, 1-13.
- Reid, W. J. (1996). Task-centered social work. In F. Turner (Ed.), *Social work Treatment: Interlocking theoretical approaches* (4th 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.

Shier, M.L. (2011). Problem solving and social work. In F. Turner (Ed.), Social work treatment: Interlocking theoretical approaches (4th ed., pp. 364-372). New York, NY: The Free Press.

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

MODULE 5- Sessions 9-10 Motivational Interviewing

This module introduces motivational Interviewing and key clinical issues in brief counseling approaches; their premises, practice principles and interventions.

Readings

Brandell, J.R. (2004). Dynamic approaches to brief and time-limited clinical social work. In J.R. Brandell (Ed.), Psychodynamic social work (pp. 501-521). New York, NY: Columbia University Press.

Hettema, J., Steele, J., & Miller, W. (2005) Motivational Interviewing. Annual Review of Clinical Psychology, 1,91-111.

Miller, W. (2017). Motivational interviewing. (Link will open in new tab.) [Video file]. PsychotherapyNetworker.org.

Widder, R. (2017). Learning to use motivational interviewing effectively: Modules. The Journal of Continuing Education in Nursing, 48(7), 312-319.

MODULE 6-Sessions 11-12 CBT

This module provides an overview of Cognitive Behavioral Therapy. The focus is on theory overview, practice principles and CBT interventions.

Beckerman, N.L., & Pass, J. (2008). After the assault: Cognitive trauma therapy with a single event trauma survivor. Clinical Social Work, 36(4), 255-263.

Bliss, S., & McCardle, M. (2014). An exploration of common elements in dialectical behavior therapy, mentalization based treatment and transference focused psychotherapy in the treatment of borderline personality disorder. Clinical Social Work, 42, 61-69.

- Chapman, A.L., Turner, B.J., & Dixon-Gordon, K.L. (2011). To integrate or not to integrate dialectical behaviour therapy with other therapy approaches? *Clinical Social Work*, 39, 170-179.
- Dimeff, L., Linehan, M. (2001). DBT in a Nutshell. *The California Psychologist*, 34, 1, 10-13.
- Cully, J.A., & Teten, A.L. (2008). A therapist's guide to brief cognitive behavioral therapy. Department of Veterans Affairs South Central MIRECC.
- 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.
- Rasmussen, B. (2018). A critical examination of CBT in clinical social work practice. *Clinical Social Work*, 46, 165-173.

MODULE 7-Sessions 13-14 Ethical issues & review

- Grady, M.D., Strom-Gottfried, K. (2011). No Easy Answers: Ethical Challenges Working with Sex Offenders. *Clinical Social Work Journal*, 39, 1, 18-27.
- McAuliffe, D., & Sudbery, J. (2005). 'Who Do I Tell?' Support and Consultation in Cases of Ethical Conflict. *Journal of Social Work* 5 (1), 21-43.
- McAuliffe, D., & Chenoweth, L. (2007). Leave no stone unturned: The inclusive model of ethical decision-making. *Ethics and social welfare* 2 (1), 38-49

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- 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. Giesen, N. J. Smelser, & P. Sztopka (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.
- Dybicz, P. (2005). Interventions for street children: An analysis of current best practices. *International Social Work*, 48(6), 763–771.
<https://doi.org/10.1177/0020872805057083>
- 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 21st 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.
- Vakharia, S.P., Little, J. Starting Where the Client Is: Harm Reduction Guidelines for Clinical Social Work Practice. *Clin Soc Work Journal*, 45, 65–76 (2017).
<https://doi.org/10.1007/s10615-016-0584-3>
- Walsh, J. (2011). Therapeutic Communication with Psychotic Clients. *Clinical Social Work Journal*, 39, 1, 1- Learning Theme: The two-person interactive perspective