

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM**

Clinical Practice with Individuals and Families I

SWK 6013

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. LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

1. Understand social work values of dignity and worth of every client;
2. Demonstrate a non-judgmental stance towards all clients;
3. Demonstrate the requisite engagement skills for beginning with all clients;
4. Demonstrate cultural inclusivity across race, gender, gender identity, class, sexual orientation, religion age, physical abilities.
5. Demonstrate strong psychosocial assessment skills with all clients;
6. Demonstrate the understanding and therapeutic dynamic of transference and countertransference;
7. Demonstrate how theoretical frameworks informs direct practice;
8. Demonstrate that their practice is informed by evidence-based research;
9. Understand the relationship between policy and direct practice on their clients' lives;
10. Demonstrate ability to evaluate their own practice;
- 11 Demonstrate understanding and skill base for the termination phase of work

III. 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 (password: wurzweiler).

IV. COURSE EXPECTATIONS AND GRADING

A passing grade in Fieldwork is required to pass Clinical Practice with Individuals & Families I.

Assignment	Grade %	Due Date
Assignment 1: Biopsychosocial Assessment	37%	7 Session
Assignment 2: Use of Self, Transference & Countertransference	38%	13 Session

A letter grade (A, A-, B+, B, B-, C+, C or F) will be given based on: Quality, scholarship and timeliness of papers & quality of class participation.

Grading: A= 94-100; A- = 90-93; B+ = 87-89; B= 83-86; B-=80-82; C+ = 75-79; C=70-74 F<74

COURSE GRADING RUBRIC

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives 33 points	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways. 30 points	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways. 27 points	Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways. 23 points
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. 33 points	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. 30 points	Late to class semi-frequently; misses deadlines. 27 points	Late to class frequently misses deadlines 23 points
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. 33 points	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment 30 points	Recurring comportment issues behaves in ways that are not always respectful of peers, and the learning environment 27 points	Consistent comportment concerns; is often disrespectful to peers and the learning environment 23 points

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. Professional presentation style: **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]

Written Assignment Grading Rubric

	Advanced Competence (A= 94-100; A- = 90-93)	High Competence (B+ = 87-89; B= 83-86)	Fair Competence (B-=80-82; C+ = 75-79)	Pre- Competence (C=70-74 F<74)
Intro & conclusion	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro clearly identifies the central theme and provides a good organizational structure. The conclusion synthesizes key points.	The intro identifies the central theme though not sufficiently and does not guide the reader into the paper. The conclusion restates the same points as the intro paragraph without reframing.	The intro does not have a discernable theme and does not guide the reader into the body of the paper. The conclusion is missing, or restates the intro paragraph verbatim.
Content & depth of analysis	Paper goes beyond the assignment exploring the topic with depth. Paper shows a strong grasp of social work principles; with clear integration of theory and practice.	Paper fully meets the parameters of the assignment but does not exceed them. Paper demonstrates a good integration of theory and practice but with some awkwardness.	Paper does not address some aspects of the assignment; and/or demonstrates a somewhat shaky grasp of social work principles.	Paper does not address the assignment, and demonstrates a very basic understanding of social work principles.
Integration of class discussions and course readings	Paper evidences course readings & discussions. Demonstrating a firm understanding of course content and readings.	Paper shows some evidence of course readings and discussions.	Paper shows some evidence of course readings and discussions though not clearly; with minor inaccuracies.	Paper misrepresents class discussions and readings
Literature	Literature supporting central points is detailed and well-chosen. The discussion and literature are integrated with some opposing views considered.	Literature supporting central points is well chosen, but somewhat weak. The discussion and literature articulate opposing viewpoints.	There are minimal citations and the literature chosen is not particularly relevant. There is little connection between the discussion and the literature.	There are few citations and the literature chosen is not relevant to the discussion
Organization & Clarity	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous. Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.
Mechanics	Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.	Minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.	Paper is unacceptably sloppy. And quotes are frequently not attributed or improperly cited.

VI. EVALUATION

Students are provided opportunity to evaluate doctoral courses. An evaluation form pertaining to the course and instructor will be conducted on-line. There will also be oral discussion of students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

VII. OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

VIII. E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your **Off Campus Access Service login** and password.
3. Use "**wurzweiler**" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. 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

IX. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will impose sanctions to 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. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker www.dustball.com/cs/plagiarism_checker
www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

X. HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as 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.

XI. FERPA & OTHER UNIVERSITY POLICIES

Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found **here**.

Drug-Free University Policy can be found **here**.

Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found **here**.

The University's Computer Guidelines can be found **here**.

XII. COURSE SCHEDULE

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.

Saleeby, 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

Callahan, R. (2009). Bending Gender, Ending Gender: Theoretical Foundations for
Social Work Practice with the Transgender Community. *Social Work, 54*, 1, p88-90. 3p. DOI:
10.1093/sw/54.1.88.

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

Crowell, C., Mosley, D., Falconer, J., Faloughi, R., Singh, A., Stevens-Watkins, D., &
Cokley, K. (2017). Black Lives Matter: A call to action for counseling psychology
leaders. *The Counseling Psychologist, 45*,6, 873–
901 <https://doi.org/10.1177/0011000017733048>

Daley, A; MacDonnell, JA.; Brotman, S; St. Pierre, M; Aronson, J; Gillis, L (2017).
Providing Health and Social Services to Older LGBT Adults. *Annual Review of
Gerontology & Geriatrics, 37* Issue 1, p143-160. 18p.
DOI: 10.1891/0198794.37.143.

Goldner J, Peters TL, Richards MH, Pearce S. (2011). Exposure to community violence
and protective and risky contexts among low income urban African-American
adolescents: a prospective study. *Journal of Youth and Adolescence, 40*; 2: 174-
186. 10.1007/s10964-010-9527-4

Hemmings, C., & Evans, A. M. (2018). Identifying and treating race-based trauma in
counseling. *Journal of Multicultural Counseling and Development, 46*,1,20–39.
<https://doi.org/10.1002/jmcd.12090>

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*, 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.

Moore, S., A. Robinson, M. M. Clayton, D., Adedoyin, A. C., A. Boamah, D., Kyere, E., & Harmon, D. (2018). A critical race perspective of police shooting of unharmed Black Males in the United States: Implications for social work. *Urban Social Work*, 2, 33–47. <https://doi.org/10.1891/2474-8684.2.1.33>

Moore, S., Robinson, M. A., Adedoyin, A. C., Brooks, M., Harmon, D. K., & Boamah, D. (2016). Hands up—Don't shoot: Police shooting of young Black males: Implications for social work and human services. *Journal of Human Behavior in the Social Environment*, 26, 3–4, 254–266. <https://doi.org/10.1080/10911359.2015.1125202>

Outland RL. (2019). Symbolic Meaning of Violence: Urban African-American Adolescent Males' Perspectives. *Journal of African American Studies*. 23, 33, 233-255. doi:10.1007/s12111-019-09440-

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.

Silvestre, A; Beatty, R.; Friedman, M.R. (2013). Substance Use Disorder in the Context of LGBT Health: A Social Work Perspective. *Social Work in Public Health*. 28,3/4, 366-376.

Valentine, S., & Shipherd, J.C. (2018)). A systematic review of social stress and mental health among transgender and gender non-conforming people in the United States
Clin Psychol Rev., 66: 24–38.

Walton, Q., & Oyewuwo-Gassikia, O.B. (2017). The Case for #BlackGirlMagic: Application of a Strengths-Based, Intersectional Practice Framework for Working With Black Women With Depression, *Affilia*, 32,4, 461-475.

Walton, Q., Campbell, R. D., & Blakely, J.M. (2021). Black women and COVID-19: The need for targeted mental health research and practice *Qualitative Social Work*, 20 (1–2) 247–255.

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

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.

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