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 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**

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?
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**

*Casework Assignment I - Countertransference Due 7th Session*

Each student must develop a mid-term written assignment (8-10 pages) on assessment of a case 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 psychodynamic theory
2. Include class, race, culture, religion, sexual orientation of your client
3. Define the psychosocial frame of reference 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. 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

5. Analyze nature of client-worker relationship and identify potential transference and countertransference issues. If you could start over with this client, would you engage, assess or intervene any differently? If so, why and how?

6. Please consider some of the transference/countertransference dynamics that were experienced by both and how can this transference relationship be used to further understand the client’s experience and how others may experience them- all in the process of providing help to the client

7. What are your thoughts about what might help you to manage your feelings/reactions as you go through your relationship with this client?
Casework Assignment II – Final Paper Due 13th Session

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

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.

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

9A. Analyze, monitor and evaluate interventions

Each student will be responsible for developing a final paper (10pgs.) 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?

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 1-9) Psychosocial and 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, Object Relations, Self-Psychology, Attachment Theory, Psychodynamic and Cognitive Theory, and Ego Psychology)

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

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

❖ = REQUIRED

**Readings**


CHAP. 6 Object Relations Theory/Therapy
CHAP. 7 Self-Psychology Theory/Therapy
CHAP. 8 Attachment Theory/Therapy
CHAP. 9 Integration of Psychodynamic and Cognitive Therapy


  ❖ Ch. 1,2
  ❖ Ch. 3,4,


UNIT II: (Sessions 10-11) 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:


UNIT III: (Sessions 12-14) 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:


**BIBLIOGRAPHY**


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.


