

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**Clinical Practice with Individuals and Families II  
SWK6014  
SUMMER 2017**

**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 (2.1.10a,b,c,d)

**II. COURSE COMPETENCY OUTCOMES**

At the completion of the course, students will be able to:

1. Identify and apply knowledge about the interplay of psychological development and adjustment, family dynamics, race, culture, class, spiritual orientation, gender, sexual orientation and other significant variables impacting strengths and vulnerabilities and coping mechanisms of individuals and families in oral and written assessment of clients' presenting problems and underlying issues (CSWE advanced competency 2.1.10b).
2. Conduct a differential assessment of individuals and families through the integrated use of theoretical concepts in examining the dynamic interplay of bio-psycho-social variables (CSWE Advanced Competency 2.1.10b).
2. Formulate a differential treatment plan of individuals and families as informed by the differential assessment of ego strengths and vulnerabilities, diagnostic considerations, cohort experience as influenced by race, class, culture, gender, sexual orientation, age, spiritual orientation and disability, and within the context of agency auspice and services (CSWE Advanced Competencies 2.1.10b, c).
3. Select, integrate and apply appropriate interventions from various theoretical models in practice with individuals and families of diverse background (CSWE Advanced

Competency 2.1.10c).

4. Engage in self-monitoring and self-reflection in practice with individuals and families of diverse backgrounds (CSWE Advanced Competency 2.1.10d).
5. Recognize and assess personal and professional ethical dilemmas in differential assessment and intervention with individuals and families of diverse background (CSWE Advanced Competency 2.1.10d).
6. Develop and apply interventions in a culturally competent manner with a range of clients including populations at risk such as the poor; people of color; women and their families; gay and lesbian children, adolescents, adults and families; and individuals and families with disabilities (CSWE advanced competencies 2.1.10c).
7. Define the stages of the worker-client relationship and apply relevant skill concepts ranging from engagement, exploration and assessment, intervention to termination (CSWE advanced competencies 2.1.10a, b, and c).
8. Evaluate assessment and intervention competencies in oral and written case presentations (CSWE advanced competency 2.1.10d).
9. Identify and apply social work ethics in guiding practice issues with individuals and families (CSWE advanced competency 2.1.10c).
10. Formulate a differential treatment plan of individuals and families as informed by the differential assessment of ego strengths and vulnerabilities, diagnostic considerations, cohort experience as influenced by race, class, culture, gender, sexual orientation, age, spiritual orientation and disability, and within the context of agency auspice and services (CSWE Advanced Competencies 2.1.10b, c).
11. Select, integrate and apply appropriate interventions from various theoretical models in practice with individuals and families of diverse background (CSWE Advanced Competency 2.1.10c).
12. Engage in self-monitoring and self-reflection in practice with individuals and families of diverse backgrounds (CSWE Advanced Competency 2.1.10d).
13. Identify and utilize appropriate empirical findings to inform and evaluate practice intervention.

### **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-RES (Electronic Reserve)**

Most of the articles mentioned in the curriculum are available on electronic reserve [**E-RES**]. You can access the full text articles from your home or from a university computer at no charge.

How do I Use E-RES?

1. Go to the library's online resources page:  
[http://www.yu.edu/libraries/online\\_resources.asp](http://www.yu.edu/libraries/online_resources.asp)
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. 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. [all Clinical Practice with Individuals and Families courses will be listed under Beckerman, the sequence chair]

4. Click on the link to your course.
5. Enter the password SWKBE
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. 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](http://www.adobe.com/products/acrobat/readstep2.html)

## **INSTRUCTIONAL METHODS**

Course content will be presented through didactic lecture, audiovisual teaching tools, class presentations, class discussions and role-plays.

## **REQUIRED TEXTS**

### **Required Texts and Articles**

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

### **Recommended Texts**

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

Woods, M. E., & Hollis, F. (2000). *Casework: A psychosocial therapy* (5th ed.). New York: McGraw Hill. ISBN 9780072901795, \$158.75

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. The course password to access them is “**SWKBE**”

### **III. COURSE ASSIGNMENTS**

#### ***Casework Assignment I - Theory Integration Due 7th Session*** (Competencies 2.1-1.2d)

Each student must develop a mid-term written assignment (8-10 pages) on assessment of a case as informed by psychodynamic theories. Critique the effectiveness of this theoretical modality to be supplemented by literature review and empirical studies (CSWE Core Competencies 2.1.10b). This assignment will specifically measure the practice behavior in 2.1.10a “develop a mutually agreed-on focus of work and desired outcomes.”(CSWE competency 2.1.10b,c; 2.1.6; 2.1.2; 2.1.7; 2.1.3; 2.1.3; A detailed outline follows:

1. Include identifying data for client. (Take into consideration the socioeconomic class, race, culture, religion, gender and sexual orientation of your client).
2. Define what constitutes “the psychosocial frame of reference.” How has the psychosocial frame of reference informed your assessment of the client’s situation and your specific interventions with the client?
3. Which practice theory has informed your assessment and interventions with this client and how so? What were the key concepts you were aware of, e.g. conscious, unconscious, developmental history, transference-countertransference, ego and defensive functioning.
  - \* Define and describe specific key social work practice interventions you have used in your work with this client, e.g., person-in situation reflection, pattern-dynamic reflections and/or and developmental reflection.
4. If you could start over with this client, would you engage, assess or intervene any differently? If so, why and how?
5. What have you learned about trying to integrate theory with practice realities?

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).

***Casework Assignment II – Final Paper Due 13th Session*** (Competencies 2.1-1.2d)

Each student will be responsible for developing an integrative paper (10-12 pages) on differential assessment and intervention of a case vignette as informed by psychodynamic and family system theories. Assessment should include the interface of clinical syndrome(s), practice issues within the worker-client dyad, social problems and life stressors. Choice of interventions should be based on the differential assessment of client's needs and reflect sensibility and flexibility in integrating approaches of various theoretical modalities (CSWE Advanced Competencies 2.1.10b, c, d). This assignment will specifically measure the practice behavior in 2.1.10a "develop a mutually agreed-on focus of work and desired outcomes." (CSWE competency 2.1.10b,c; 2.1.6; 2.1.2; 2.1.7; 2.1.3; 2.1.3; A detailed outline follows:

Describe a client you are currently working with. Discuss how issues relating to family, children, adolescents, adults, or the elderly were part of your work with this case. Include any information relevant to the recognition and reporting of child abuse and maltreatment. This paper should address the dynamic interplay of the client's psychological, social and cultural influences and the worker-client relationship (including transference and countertransference) (CSWE advanced competency 2.1.10a, b).

1. Describe briefly the client and how/why he or she entered treatment. What were the initial assessment and treatment goals/objectives? (Make sure to include issues of cultural diversity and competency)
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

### LEARNING THEME I: *(Sessions 1-7) 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)

❖ = **REQUIRED**

### Readings

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

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

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

**CHAP. 6 Object Relations Theory/Therapy**

**CHAP. 7 Self-Psychology Theory/Therapy**

**CHAP. 8 Attachment Theory/Therapy**

**CHAP. 9 Integration of Psychodynamic and Cognitive Therapy**

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

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

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

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

Gardner, J. (1999): Chapter 2 Using Self Psychology in Brief Psychotherapy. *Psychoanalytic Social Work*, 6:3-4, 43-85.

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

❖ Ch. 1,2

❖ Ch. 3,4,

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

Ornstein, E. & Ganzer, C. (2000). strengthening the Strengths Perspective. An Integrative Relational Approach. *Psychoanalytic Social Work*, 7, 3 57-78.

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

Woods, M. E., & Hollis, F. (2000). *Casework: A psychosocial therapy* (5th ed.). New York: McGraw Hill.

❖ Ch. ,5,6,7

**LEARNING THEME II: (Sessions 8-9) *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.

**Readings:**

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



*Journal*, 31 (2), 140-159 **(E-RES)**.

Daniels, D.D. (1997). Race in family therapy: Unnoticeable or relevant? *Journal of Family Psychotherapy*, 8(1), 55-60.

- ❖ Goldenberg & Goldenberg (2008). *Family Therapy: An Overview* (Brooks Cole Publishing) Ch. 1, "Adopting a family relationship framework"; Ch.4, "Interlocking systems: The individual, the family, the community"

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

Jung, M. (1996). Family-centered practice with single parent families. *Families in Society*, 77(7), 583-590 **(E-RES)**.

Levy, A. (2008). The Therapeutic Action of Play in the Psychodynamic Treatment of Children: A Critical Analysis. *Clinical Social Work Journal* 36. 3, 281-291.

McPhatter, A.R. (1991). Assessment revisited: A comprehensive approach to understanding family dynamics. *Families in Society: The Journal of Contemporary Human Services*, 72(1), 11-22 **(E-RES)**.

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

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

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

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

**LEARNING THEME III- (Sessions 10-12) The Impact of Diversity in Clinical Practice)**

Classroom Focus: The impact of diversity in social work practice is examined as it relates to the unique needs of vulnerable populations including, ethnic groups, women, holocaust survivors, lesbians and gay men, and immigrants and refugees.

- Becerra, R.M., Thomas, W., & Ong, P.M. (2001). Latino and African American non-custodial fathers: Perceptions of fatherhood and child support. *Journal of Ethnic & Cultural Diversity in Social Work*, 10(3), 3-30 (E-RES).
- ❖ Coleman, D. (2008). The Therapeutic Alliance in Multicultural Practice. *Psychoanalytic Social Work*, 15, 2, 65-91.
- D'Augelli, A.R., Herschberger, S.L., & Pilkington, N. W. (1998). Lesbian, gay and bisexual youth and their families: Disclosure of sexual orientation and its consequences. *American Journal of Orthopsychiatry*, 68(3), 361-371.
- Kita, E. (2011). Potential and Possibility: Psychodynamic Psychotherapy and Social Change with Incarcerated Patients. *Clinical Social Work Journal*, 39, 1, 9-17.
- Laser, J., & Stephens, P. M (2011). Working with Military Families Through Deployment and Beyond. *Clinical Social Work Journal*, 39, 1, 28-38.
- ❖ Lee, E. (2012). A Working Model of Cross-Cultural Clinical Practice (CCCP). *Clinical Social Work Journal*, 40, 1, 23-36.
- Manning, C. , Cornelius, L., & Okundaye, J. (2004). Empowering African Americans through social work practice: Integrating an Afrocentric perspective, ego psychology and spirituality. *Families in Society*, 85(2), 229-235.
- Negroni-Rodriguez, L. K. (2000). Latino families in therapy: A guide to multicultural practice. *Clinical Social Work Journal*, 28(1), 128-132.
- Nye, C. (2005). Conversations with Suwanrang: The treatment relationship in cultural context. *Clinical Social Work Journal*, 33(1), 37-54
- O'Dell, S. (2000). Psychotherapy with gay and lesbian families: Opportunities for cultural inclusion and clinical challenge. *Clinical Social Work Journal*, 28 (2), 171-184.

**LEARNING THEME IV: (Sessions 13-14) Clinical interventions in the *Termination Phase***

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

**Readings:**

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

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

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

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

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

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

Shulman, L. (1999). The skills of helping. Itasca, IL: F.E. Peacock, *Endings and Transitions*, 201-232 (**E-RES**).

- ❖ Woods and Hollis (2000).  
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- ❖ Zilberstein, K (2008). Au Revoir: An Attachment and Loss Perspective on Termination. *Clinical Social Work Journal*, 36. 3, 301-311.

## BIBLIOGRAPHY

- Allen-Meares, P., & Lane, B. A. (1990). Social work practice: Integrating qualitative and quantitative data collection techniques. *Social Work, 35*(5), 452-458.
- Altshuler, Sandra (1999). Children in kinship foster care speak out: We think we're doing fine. *Child and Adolescent Social Work Journal, 16*, (3) pp. 215-220.
- Ashenberg Straussner, L.(2012). Clinical Treatment of Substance Abusers: Past, Present and Future. *Clinical Social Work Journal,40, 2*, 127-133.
- Barth, R. (1986). Social and cognitive treatment of children and adolescents. San Francisco, CA: Jossey Bass.
- Bloom, M., Fischer, J., & Orme, J. (1995). Evaluating practice: Guidelines for the accountable professional. Boston: Allyn & Bacon.
- Caldwell, R. I. (2005). At the confluence of memory and meaning-Life review with older adults and families: Using narrative therapy and the expressive arts to re-member and re-author stories of resilience. *The Family Journal Counseling and Therapy for Couples and Families. 13*(2), 172-175.
- Carter, Betty, (1999). We don't exactly get the welcome wagon: The experiences of gay and lesbian Adolescents in child welfare systems. *International social work, 42*, (4) pp. 502-512.
- Carter, B., & McGoldrick, M. (1989). The changing family life cycle. Boston: Allyn and Bacon.
- Compton, B. R., & Galaway, B. (1989). Social work processes (Fourth Edition). Endings in social work practice. Chicago: Dorsey Press.
- Courtney, Angela (1999). Assessing woman battering in mental health services. *International Social Work, 42*, (4) pp.515-520.
- Eyerman, R. (2003). Cultural trauma, slavery, and the formation of African American identity. Cambridge, UK: Cambridge University press.
- Grayer, E. D., & Sax, P. R. (1986). A model for the diagnostic and therapeutic use of countertransference. *Clinical Social Work Journal, 14*(4), 195-209.
- Hall, J. A. (1996). Empirically based treatment for parent-adolescent conflict. *Social*

- Casework*, 65(10), 487-495.
- Holden, G., Barker, K. Rosenberg, G., & Cohen, J. (2012). Information for Clinical Social Work Practice: A Potential Solution. *Clinical Social Work Journal*, 40, 2, 166-174
- Hutchinson, E. D. (1987). Use of authority in direct social work practice with mandated clients. *Social Service Review*, 61, 581-598.
- Kruk, E. (1994). The disengaged noncustodial father: Implications for social work practice with the divorced family. *Social Work*, 39(1), 15-25.
- Leon, Ana (1999). Compassion Fatigue: Consideration for working with the elderly. *Journal of Gerontological social work*, 32, (1) pp.43-63.
- Malone, Michael (2000). Social Work early intervention for young children with developmental disabilities. *Health & Social Work*, 25, (3) pp. 169-181.
- McGoldrick, M., & Gerson, R. (1985). Genograms in family assessment. New York: W.W. Norton.
- Mirabito, Diane M. (2009). Educating a New Generation of Social Workers: Challenges and Skills Needed for Contemporary Agency-Based Practice *Clinical Social Work Journal*, 40, 2, 245-254.
- Naleppa, M. (1998). Task-centered case management for the elderly: Developing a practice model. *Research on Social Work Practice*, 8 (1), 63-86.
- Padgett, DK; Henwood, BF. (2012). Qualitative Research for and in Practice: Findings from Studies with Homeless Adults Who Have Serious Mental Illness and Co-Occurring Substance Abuse. *Clinical Social Work Journal*, 40, 2, 187-193.
- Ringel, S. (2008). Formative Experiences of Orthodox Jewish Women: Attachment Patterns and Spiritual Development. *Clinical Social Work Journal*, 36, 1, 73-82.
- Sable, P. (2008). What is Adult Attachment? *Clinical Social Work Journal*, 36, 1, 21-30.
- Solomon, M. F. (1989). Treatment of borderline and narcissistic disorders in marital therapy. *Clinical Social Work Journal*, 13, 141-155.
- Seinfeld, J. (2012). Spirituality in Social Work Practice. *Clinical Social Work Journal*, 40, 2, 240-244.

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

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