CLINICAL PRACTICE with INDIVIDUALS AND FAMILIES - I
SWK6013
FALL 2015

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.

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

1. Identify and apply professional social work values and norms in engaging clients of diverse backgrounds and developing appropriate roles and boundaries in the worker/client relationship (CSWE competency 2.1.10a).

2. 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 competency 2.1.10b).

3. 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 2.1.10c).

4. 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, c).
5. Evaluate assessment and intervention competencies in oral and written case presentations (CSWE competency 10d).

6. Identify and apply social work ethics in guiding practice issues with individuals and families (CSWE competency 2.1.10c).

**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?**


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 courses will be listed under Beckerman, the sequence]
4. Click on the link to your course.

5. Enter the password (6013FAL).

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

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 6013FAL

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.

Required Texts and Articles


Suggested Texts:


Written Assignment # 1 Due Date Session #7

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. A detailed outline follows:

A full biopsychosocial assessment and treatment plan should be developed based on client from the students’ field work 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.

Part 4-Articulate the clinical practice theory that guided your work (e.g., Problem-solving, Crisis, Task-Centered or other short-term approaches) and your rationale for selecting this approach with this client.

Part 5-Identify your treatment plan and interventions utilized thus far.

Part 6-Demonstrate a familiarity of the knowledge base of a particular population or issue (i.e.: elderly, domestic violence) that is relevant to work with this client. Elaborate on what skills are most indicated in working with this population.

Part 7- Include any ethical dilemmas that may arise in work with this client(s) or agency (value conflicts, competing values between agency and social work/personal vs. professional).
ORAL PRESENTATION

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 interventions and theory (ies) 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 style
   A. Appropriate eye contact
   B. Presentation of professional self
   C. Coherent, articulate delivery

8. Responsibility in timeliness in distributing written portion and article to class members before presentation.
Written Assignment #2    Due date: Session 13

Each student is expected to write a graduate level (APA format) case presentation which includes a current bibliography regarding the case dynamics; engagement, assessment, intervention model, and theoretical framework for your work with an individual, couple or family. The paper should draw on relevant social work literature, wherever indicated and provide an illustration of practice theory applied to direct social work practice (CSWE competency 2.1.10a, b, and c).

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%

SESSION OUTLINE

MAJOR LEARNING THEMES

LEARNING THEME I: (Sessions 1-4) Clinical Practice Engagement & Assessment
Classroom Focus: Review and enhance understanding of engaging a client system, completing a biopsychosocial assessment, developing a treatment plan, and developing a diagnostic impression.

R=REQUIRED READINGS

Readings:


**LEARNING THEME II:** (Sessions 5-7) The Professional Relationship

Classroom Focus: The two-person interactive perspective, 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 the intersubjectivity between worker and client.

**Readings:**


LEARNING THEME III: (Session 8-12) Crisis, Brief, & Short Term Approaches

Classroom focus: Overview of theories of casework and their integration into practice. The importance of the time frame in which casework takes place with a focus on crisis, brief and short-term interventions in contrast with long-term interventions (Brief Psychodynamic approaches, Cognitive, Behavioral, EMDR, Problem-Solving, Task-centered, Crisis Intervention & Solution-Focused).

READINGS


**LEARNING THEME IV: (session 13, 14) Multicultural Clinical Practice**

Classroom Focus: The role of professional social work values in the casework relationship.

**Readings:**


Clinical Practice with Individuals and Families I
Bibliography


