Clinical Practice with Individuals and Families II  
SWK6014  
SUMMER 2015

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).


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 competency10d).

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).


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

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

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


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. 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).
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


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,


- 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:**

- 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”


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.


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:


- Woods and Hollis (2000). Ch.19

BIBLIOGRAPHY


