I. Catalog Course Description

Focus on advanced social work clinical and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to work with individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations addressed in the clusters.

II. Place of the Course in the Program

Prerequisite: Successful completion of professional foundation courses, including all classes and field in the first year.

Advanced Direct Practice I is required for students choosing the Direct Practice Concentration in their second year. The focus is on advanced social work, clinical and client advocacy skills, and techniques at each stage of the helping process including difficult practice situations as these apply to work with individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations addressed in the clusters. A special emphasis is placed on vulnerable and oppressed populations with attention to the impact of serious social problems.
III. **Course Objectives**

1. Development of professional interpersonal skills: the disciplined, differential and conscious use of self, the ability to establish a working alliance, and a collaborative relationship.
2. Development of the conceptual and logical skills involved in problem analysis and planning of direct practice interventions with client systems.
3. Advanced study of theories and their applications as well as methods of evaluating practice.
4. Skills in working with special populations especially oppressed groups including the poor, women, gays and lesbians, and clients from diverse cultural and ethnic groups.
5. The ability to identify, analyze, and respond professionally to ethical and value dilemmas encountered in managed care and day-to-day clinical practice.

IV. **Course Overview**

This course builds on the foundation of the first year and advances knowledge by providing students with: (a) an in-depth understanding of clinical and advanced case management processes, (b) a synthesis of clinical theories, (c) a conceptual framework of client dynamics and the change process, (d) a repertoire of therapeutic communication and clinical skills, with special emphasis on application of skills to special populations and with ethical guidelines. ADP I focuses on the therapeutic relationship as the framework for helping and developing interviewing and assessment skills appropriate with challenging clients and supported by empirical research. ADP I explores assessment and treatment principles from the cognitive-behavioral, interpersonal and psychodynamic perspectives. Readings move beyond supportive approaches emphasized in the foundation course to introduce uncovering aspects of therapy.
V. **Required Texts and Readings**


*NOTE*: Instructors may choose to supplement or replace the Beck book with a cognitive therapy text of their choice.


**Recommended Texts**


VI. **Course Requirements**

**Methods of Instruction**

ADP-I is structured into three units: overview and interpersonal foundations of practice, introductory cognitive behavior theory and interventions, and introductory interpersonal process approach and interventions. The format for the class may include lecture,
discussion, videotapes, small group exercises, panels, role play and guest speakers. It is designed for maximum student participation and sharing of experiences and insights in order to facilitate the integration of theory and advanced practice.

ASSIGNMENTS

* Specifics to be determined by instructor.

VII. GRADING

* Specifics to be determined by instructor.

VIII. COURSE EVALUATION

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.
IX. **COURSE OUTLINE**

Required readings are available through Rutgers University’s Library graduate electronic reserve. Additional readings may be assigned at the discretion of the instructor.

**Required Readings**

“The social workers should ... fully use evaluation and research evidence in their professional practice.” (NASW Code of Ethics, 1996, p. 20)

**Required Readings about Critical Thinking and Evidence-Based Practice:**


---

**UNIT I: OVERVIEW & INTERPERSONAL FOUNDATIONS OF PRACTICE**

**Required Readings**


---

**UNIT II: COGNITIVE-BEHAVIOR THEORIES AND PRACTICE**

Required Readings for Cognitive-Behavioral Therapy


Required Readings for Cognitive-Behavioral Therapy for Childhood


X. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own. Use the citation style preferred by the discipline.

Effective September 2, 2008, a revised Policy on Academic Integrity will go into effect. The new policy is posted at http://academicintegrity.rutgers.edu/integrity.shtml

Please Note: violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade, shall be assigned until the case is resolved.

Definition of Plagiarism

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato’s comment...and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not to be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.
XI. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847.

XII. Bibliography

These selections are meant to be of assistance to you throughout the course and as you write your papers.

Supplemental Theoretical Background


Thinking Critically About Theory.


**Neurobiology**


**Selected Readings on Children/Play Therapy**


Carey, L. (Date?). Sandplay: Therapy with children and families. Northvale, NJ: Jason Aronson, Inc.


Schaefer, C., & Eisen, A.R. (Eds.) (Date?). *Helping parents solve their children’s behavior problems*. ?Pub


**Cognitive/Behavioral Interventions**

**General**


**Axis I and Axis II Disorders**


**Children**


**Psychodynamic Interventions**


**The Family Context**


**Groups**


**Assessment (Various Approaches)**


**Interventions (Various Approaches)**


**Diversity**


**Ethics**


**Termination**


**Advanced Case Management**


Bibliography updated March 2007