CLINICAL SOCIAL WORK PRACTICE I (19:910:511)
SUMMER 2023

INSTRUCTOR:
OFFICE:
PHONE:
E-MAIL:
OFFICE HOURS:

I. Catalog Course Description
Focuses 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 individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations. Prerequisites: Successful completion of generalist curriculum courses. Corequisite: Must be taken concurrently with Field Education Practicum III (19:910:600).

II. Course Overview
This course builds on the foundation of the first year and advances knowledge by focusing upon the therapeutic relationship as the framework for helping and developing interviewing and assessment skills appropriate with challenging clients and supported by empirical research. Course content explores assessment and treatment principles from the interpersonal, psychodynamic, and cognitive-behavioral approaches.

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

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies
The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage. The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level learning goals for the MSW Program and include the following:
Upon completion of their MSW education students will be able to:
demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior
Practitioners in clinical social work recognize the importance of the therapeutic relationship, person-in-environment and strengths perspectives, professional use of self, and adherence to ethical-and value-guidelines for professional practice. Clinical social workers differentially utilize theories, research, and their clinical skills to enhance the well-being of individuals, families and communities in an ethical manner. Clinical social work practitioners acknowledge the complexities involved in their practice, including the need to navigate ethical issues in an organizational context, and they use clinical supervision to ensure that their practices are congruent with social work values and ethics. Extending and enhancing ethical and professional practice from the foundation level requires that clinical social workers reflect on their own family of origin to assess how it impacts their clinical work. Advanced-level practitioners must manage complex systems while understanding how cultural and developmental aspects of self and their clients influence their work. Clinical social workers recognize their own strengths and weaknesses in developing, managing and maintaining therapeutic relationships. Practitioners of clinical social work must continually adapt to rapidly changing technology in an ethical and professional manner.

Competency 6: Engage with Individuals
Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters. Practitioners in clinical social work rely on the ecological perspective to inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relationship; and use relational techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement with couples, families and groups may differ from individual approaches, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients' input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders.

Competency 7: Assess Individuals
Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients' strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the *Diagnostic and Statistical Manual of Mental Disorders* to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients' presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessment outcomes with clients.

Competency 8: Intervene with Individuals
Clinical social workers select effective modalities for intervention based on the extant research as well as the client's cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community-wide referrals, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

Specialized Clinical Competency (RU SSW Specific): Liberatory Consciousness
Clinical social workers will continually work toward recognizing and utilizing a liberatory consciousness framework which "requires every individual to not only notice what is going on in the world around [them], but to think about it and theorize about it—that is, to get information and develop [their] own explanation for what is happening, why it is happening and what needs to be done about it" (Love, 1980, p. 472). They understand and identify how racism and other forms of stigma, prejudice, discrimination, and oppression intersect and contribute to various sources of stress. Clinical social workers continue to develop self-awareness of their intersectional identities recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They employ clinically responsive and informed interventions and consider their power differential when delivering such interventions. Social workers consider how clients' intersectional identities impact their lives and use this knowledge to inform their practice. They promote diversity, equity, and justice through collaborative healing relationships and restorative practices.
Clinical social workers will apply the four elements of developing a liberatory consciousness (*awareness, analysis, action,* and *accountability/allyship*) in order to challenge oppression and promote social, racial, and economic justice.
Clinical social workers will:
- **Practice Awareness** by recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They will practice reflexivity when engaging clinical techniques and in supervisory processes.
- **Analyze** widely used clinical interventions to ensure those interventions recognize power differentials based on the intersection of social identities including, but not limited to, race, class, age, gender, and ability status[1] in the client-worker relationship. They use culturally responsive and informed interventions, including helping clients to analyze how problems they interpreted as personal faults may originate from systemic inequities.
- **Act** by using culturally responsive and informed assessments and interventions and by helping clients understand how their intersecting identities may affect various facets of their lives.
- Hold themselves **Accountable** and practice in **Allyship** by actively promoting equity and justice. This includes fostering collaborative healing relationships and restorative practice

with clients, embracing client feedback, and ensuring clients play a key role in directing their inventions.

[1]Identities or social locations are not ranked or listed in any particular order of importance.

V. Course Learning Goals

Clinical Social Work Practice I is required for the Clinical Social Work Practice Concentration. 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. Case examples are drawn particularly from the client populations addressed in the clusters. The focus on therapeutic relationships, clinical theory, and cases integrates the course learning goals with the CSWE competencies. Upon completion of this course students will be able to:

1. Describe professional interpersonal skills: the disciplined, differential and conscious use of self, the ability to establish a working alliance, and a collaborative relationship.

2. Analyze the conceptual and logical skills involved in problem analysis and planning of direct practice interventions with client systems.

3. Describe the advanced clinical theories and their applications as well as methods of evaluating practice.

4. Analyze 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. Describe and analyze ethical and value dilemmas encountered in managed care and day-to-day clinical practice.

6. Conduct clinical practice in a technologically rich environment while navigating the ethical complexities of such practice.

7. Demonstrate leadership in interdisciplinary and other settings and critique practices, theories, and other assertions using critical thinking, advocacy, and effective leadership skills.

8. Conduct clinical practice using a liberatory consciousness framework including, practicing awareness, analysis, action, and accountability/allyship.

VI. School of Social Work Mission Statement and School-Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

By completing this course, you will satisfy the requirements for school-wide learning goal #3.

VII. LSW Preparation

The School of Social Work is committed to help you register for, take, and pass the LSW (Licensed Social Worker) exam during your *final semester* of the MSW program. The exam is not required, but we encourage you to consider taking it to become licensed to open job opportunities for you throughout your career.

The school recommends that you review and either read online or download the examination preparation manual *Social Work ASWB Masters Exam Guide, Second Edition : A Comprehensive Study Guide for Success* by Dawn Apgar, PhD, ACSW, LSW may be accessed via either of these University Libraries links: http://login.proxy.libraries.rutgers.edu/login?url=https://ebookcentral.proquest.com/lib/rutgers-ebooks/detail.action?docID=5103780 OR http://bit.ly/2PynZow

This is free to you, you may also opt to purchase the book. There will also be on campus brief review sessions about general test preparation.

There will be a practice exam for you to take via Canvas. You will be able to see the answers after the exam. The exam will open in November.

Also, the School of Social Work's Office of Continuing Education is planning full-day test preparation classes throughout the year in various locations. As an MSW student, you will be able to register for these courses for a nominal $20 fee.

Specific details for the exam, on campus preparation sessions, and the test preparation classes sent to students from Arlene Hunter, Associate Dean of Student Affairs via e-mail. Please watch for these emails.

VIII. Required Books (available in RU Bookstore)

- Teyber, E., & Teyber, F. H. (2017). *Interpersonal process in therapy: An integrative model* (7th ed.). Boston, MA: Cengage.

- Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. (2nd edition). American Psychiatric Publishing, Inc.

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left-hand side of the course. Please note, this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions please click here for a video tutorial

IX. Course Attendance and Participation Policies

Attendance. This is an asynchronous online course. You are expected to log on to the course on a daily basis. You will need to log on several times throughout the Module in order to complete assignments and participate in threaded discussions. Failure to complete threaded discussions will be considered an equivalent of an absence. I will keep track of participation based on how individual student access reports as well as interactions with course activities. A lack of frequent activity in three Modules or more will result in a failing final course grade. Late threaded discussion posts will not be accepted and will result in a zero.

Participation. Your active participation in this course is vital to the course and your learning. Your classmates and your professor depend on you to share your responsibility reading the articles, participating in fully in the online discussions, and giving feedback to your peers. You are expected to participate in a variety of ways and you will be graded as such.

 You are expected to do the following:

 Log into the Canvas website starting at the beginning of each Module (every 4 days) to review the lecture, watch the multi–media, and assess the threaded discussion question(s).

1. Log into Canvas website at least three times a Module to complete the work for this class as outlined.

2. Use the lectures, videos, and articles to help you engage with and understand the content presented

3. Meet deadlines for all assignments

4. Create & post an introductory video for your classmates

Canvas. Canvas is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include the syllabus, assignments, and PowerPoint handouts. Additionally, there are links to websites, an online

gradebook, and opportunities to e–mail the instructor and your classmates (without knowing their e–mail address).

Instructor and Student Roles

The instructor plays an active part in the learning process. Students can expect that the professor will convey clear, specific information about theory, advanced social work practice, and social work values and ethics. Assignments have been developed in a format that encourages learning, as well as provides the instructor with a means with which to evaluate the student.

The student plays an active part in the learning process. As with all social work classes, participating in the educational experience is vital. It is expected that students will **read all required readings, attend all classes, come to class prepared to discuss the topic, and complete assignments on time. Participation in class discussion is expected.**

Behavior in the course must also comply with the university's code of conduct (http://www.rci.rutgers.edu/~judaff/code.htm).

Respect for Others and Internet Etiquette.

This course has room for multiple and diverse perspectives, and it is essential for us to treat each other with respect when opinions are shared. The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

Language should be used which recognizes diversity and is respectful of others. This includes gender inclusive language. Students, faculty, and staff may share their pronouns and names, and these gender identities and gender expressions should be honored.

During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

1. In all of your interactions, remember there is a person behind the written post.

2. Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.

3. Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.

4. Do not participate in "flaming." Flaming is inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.

5. Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.

6. Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.

7. If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.

Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

X. Diversity Statement
The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

XI. Assignments and Grading
Written assignments are due at the beginning of class (before the instructor begins the session) via Canvas. Late papers/assignments/exams will be accepted only in very unusual and compelling circumstances and only if cleared with the instructor in advance. **Late papers/assignments not arranged in advance will receive a grade of zero. A late assignment will lose 10 points for each day it is late.**

Students who do not complete required assignments (including exams) will be given a failing grade on those assignments unless the instructor agrees to late receipt of the work because of serious illness or other compelling reasons, and a definite plan for completion of missing work is agreed upon in advance by the instructor and the student.

Written assignments must be typed using Times New Roman and 12-point font. You must also number pages, double space, use one-inch margins, use formal English, and use the *American Psychological Association (7th Ed.)* style of documentation.

Typographical errors, poor grammar, syntax, spelling, word choice and organization, and other problems which impede clarity of communication will result in lower grades. Plagiarism, cheating, sabotage or any other violation of academic or professional standards for ethical behavior will not be tolerated, and will result in failure for the assignment and course. All

assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice.

Grading

Quiz	**25 points**
Virtual World Activity	**10 points**
Case Study (final assignment)	**35 points**
Participation	**30 points**
Total	**= 100 points**

Final grades are letter grade numerical equivalents. Listed below are the corresponding percentages/points (as defined in this course) and general definition of these grades:

A   92-100
B+   87-91
B   82-86
C+   77-81
C   70-76
F   0-69

Scores to be rounded up at .5

Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

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.

XII. Academic Resources

A. Library Research Assistance

Julia Maxwell is the social work the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu   p. 848-932-6124

Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu973-353-5909

Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830.

They are all available to meet with students.

B. Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW Students
All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.
https://rlc.rutgers.edu/student-services/writing-tutoring

Newark Students Only
The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.
http://www.ncas.rutgers.edu/writingcenter

C. Additional Online Resources:

APA Style
All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association,* 7th edition (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also helps with APA style
https://owl.english.purdue.edu/owl/resource/560/01/

Email Etiquette for Students
https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette_for_students.html
XIII. Academic Integrity
As per Rutgers University Academic Integrity Policy, "Students are responsible for

understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"**Plagiarism**: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"**Cheating**: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination; Acquiring a copy of an examination from an unauthorized

source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu) The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XIV. Disability Accommodation
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

XV. Office on Violence Prevention and Victim Assistance
Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181, http://vpva.rutgers.edu**. Services are free and confidential and available 24 hours/day, 7 days a week.

XVI. Active Shooter Resources
Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-**http://rupd.rutgers.edu/shooter.php**.

INTEGRATIVE APPROACHES USING PSYCHODYNAMIC AND INTERPERSONAL THEORY AND INTERVENTION

The Therapeutic Relationship and Clinical Social Work

Module 1
Topics:

1. **Syllabus and requirements**
2. **Process dimension**
3. **Corrective emotional experience**
4. **Client response specificity**
5. **Theory and case formulation**
6. **Bio-psycho-social perspective and social inequality**
7. **Best practices in telemental health**

Required Readings:
- Teyber & Teyber
    - Chapter 1: The Interpersonal Process Approach (pp. 2-34)
- Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work,* 81, 132–166.
- Shore, J. H., Yellowlees, P., Caudill, R., Johnston, B., Turvey, C., Mishkind, M., ... & Hilty, D. (2018). Best practices in videoconferencing-based telemental health. *Telemedicine and e-Health*, *24*(11), 827-832. https://doi.org/10.1089/tmj.2018.0237

Recommended Reading:
- Cozolino, L. (2002). *The neuroscience of psychotherapy: Building and rebuilding the human brain.* New York, NY: W.W. Norton (chapter 2)

Module 2

Topics:

1. **Holding environment**
2. **Working or therapeutic alliance**
3. **Empathy and empathic listening**
4. **Relationship as mechanism of therapeutic change**

Required Readings:

- Teyber & Teyber
  - Chapter 2: Establishing a Working Alliance (pp. 37-68).
- Applegate, J. S. (1997). The holding environment: An organizing metaphor for social work theory and practice. *Smith College Studies in Social Work, 68,* 7-29.
- Sudberry, J. (2002). Key features of therapeutic social work: The use of relationship. *Journal of Social Work Practice*, *5*, 231-162.
- Wright, J. H., Brown, G. K., Thase, M. E., & Basco
  - Chapter 2: The Therapeutic Relationship: Collaborative Empiricism in Action, pages 27-42.

Recommended Readings:

- Martin, J. I., & Alessi, E. J. (2016). Self psychology. In P. Lehmann & N. Coady (Eds.), *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (3rd ed.; pp. 203-219). New York, NY: Springer.
- Reamer, F.G. (2015). Clinical social work in a digital environment: Ethical and risk-management strategies. *Clinical Social Work Journal, 32,* 120-132.
- Swenson, C.R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work*, *43,* 527-535.

Module 3

Topics:

1. **Shame and guilt**
2. **Assessing readiness for treatment**
3. **Resistance**
4. **Anxiety**
5. **Treatment choices and the symptom**
6. **Leadership in social work**

Required Readings:

- Teyber & Teyber
  - Chapter 3: Honoring the Client's Resistance (pp. 69-109)
  - Chapter 4: An Internal Focus for Change (pp. 110-142)

- Sullivan, W.P. (2016) Leadership in social work: Where are we?, *Journal of Social Work Education, 52:sup1*, 551-561. https://doi.org/10.1080/10437797.2016.1174644
- Barbara J. Love, 2010. "Developing a Liberatory Consciousness." In Adams, Blumenfeld, Casteneda, Hackman, Peters & Zuniga,(EDs), 2010. Readings for Diversity and Social Justice. NY: Routledge. Pp. 533-540.
- Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C. & Owen, J. (2017). Cultural Humility. *Practice Innovations, 2* (4), 221-233. doi: 10.1037/pri0000055.

Recommended Reading:
- Swartz, H.A., Zuckoff, A., Grote, N.K., Spielvogle, H.N., Bledsoe, S.E., Shear, M.K., & Frank, E. (2007). Engaging depressed patients in psychotherapy: Integrating techniques from motivational interviewing and ethnographic interviewing to improve treatment participation. *Professional Psychology: Research and Practice, 38*, 430-439.

Module 4

Topics:
1. **Developmental Needs**
2. **Object Relations**
3. **Affect, Emotion, Feeling**
4. **Affect Regulation**

Required Readings:
- Teyber & Teyber
    - Chapter 5: Helping Clients with Their Feelings (pp. 143-180)
- Bliss, S. (2010). The 'internal saboteur': Contributions of W.R.D. Fairbairn in understanding and treating self-harming adolescents. *Journal of Social Work Practice*, *24*, 227-237.

Module 5

Topics:
1. **Attachment**
2. **Parenting**

Required Readings:
- Teyber & Teyber
    - Chapter 6: Familial and Developmental Factors (pp. 183-223)

- Schore, J. R., & Schore, A. N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, *36*, 9-20.
- Novick, K. K., & Novick, J. (2011). Building emotional muscle in children and parents. The Psychoanalytic study of the child, 65(1), 131-151.

Module 6

Topics:
1. **Knowing and working with defenses**
2. **Compromise solutions**
3. **Core conflicts**

Required Readings:
- Teyber and Teyber: Chapter 7: Inflexible Interpersonal Coping Strategies (pp. 224-252).
- Teyber and Teyber: Chapter 8: Relational Themes and Reparative Experiences (pp. 253-292)
- Trevithick, P. (2011). Understanding defences and defensiveness in social work. *Journal of Social Work Practice, 25,* 389-412.

Module 7

Topics:
1. **Knowing and working with transference and countertransference**
2. **Using the process dimension and process comments to facilitate change**

Required Readings:
- Teyber and Teyber: Chapter 9: Working with the Process Dimension (pp. 295-332)
- Teyber and Teyber: Chapter 10: Working through (pp. 333-354)
- Alessi, E. J., & Kahn, S. (2019). Using psychodynamic interventions to engage in trauma-informed practice. Journal of Social Work Practice, 33, 27-39.

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Cognitive Behavioral Therapy and Intervention

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Module 8

Topics:
1. **Cognitive Theory**
2. **Directive vs Indirective Treatment Approaches**

Required Reading:
- Wright, Brown, Thase, & Basco.
  - Chapter 1. Basic Principles of Cognitive Behavior Therapy, pages 1-22.
  - Chapter 3. Assessment and Formulation, pages, 45-65.
  - Chapter 4. Structuring and Educating, pages 65-88.

Module 9

Topics:
1. **Automaticity or Unconscious**
2. **Repetition**

Required Reading:
- Wright, Brown, Thase, & Basco.

o   Chapter 5. Working with Automatic Thoughts, pages, 89-123.

Module 10

Topics:
1. **Depression and Sadness**

Required Reading:
- Wright, Brown, Thase, & Basco.
    o   Chapter 6. Behavioral Methods 1: Improving Energy, Completing Tasks, Solving Problems, pages, 123-151.

Module 11

Topics:
1. **Anxiety**
2. **Avoidance and Defenses**

Required Reading:
- Wright, Brown, Thase, & Basco.
    o   Chapter 7. Behavioral Methods II: Reducing Anxiety and Breaking Patterns of Avoidance, pages, 151-173.
- Craig, S.L., Austin, A., & Alessi, E. (2013). Gay affirmative cognitive behavioral therapy for sexual minority youth: Clinical adaptations and approaches. *Clinical Social Work Journal, 41,* 258-266.
- Austin, A., Craig, S. L., & Alessi, E. J. (2017). Affirmative Cognitive Behavior Therapy with Transgender and Gender Nonconforming Adults. *The Psychiatric clinics of North America*, *40*(1), 141–156. https://doi.org/10.1016/j.psc.2016.10.003

Module 12

Topics:
1. **What is a Mental Schema?**
2. **Change, transformation, modifying schemas**
3. **Potential, Limitations, and Critiques**

Required Readings:

- Wright, Brown, Thase, & Basco.
    o   Chapter 8. Modifying Schemas, pages 173-203
    o   Chapter 9, CBT to reduce Suicide Risk, pages 215-231.
- Gonzalez-Prendes, A.A., & Brisebois, K. (2012). CBT and social work values: A critical analysis. *Journal of Social Work Values and Ethics, 9*(2), 21-33.

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Dialectical Behavior Therapy

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Module 13 and Module 14

Topics:
1. **Theoretical perspective**
2. **Treatment stages and targets**
3. **Strategies**

Required Readings:
- Linehan, M. M. (1998). An illustration of Dialectical Behavior Therapy. *In Session: Psychotherapy in Practice, 4,* 21-44.
- Swales, M., Heard, H.L., & Willams, J.M.G. (2000). Linehan's Dialectical Behavior Therapy (DBT) for borderline personality disorder: Overview and adaptation. *Journal of Mental Health, 9,* 7-23.
- Koons, C.R. (2008). Dialectical behavior therapy. *Social Work in Mental Health, 6*, 109-131.
- Cheng, P.-H., & Merrick, E. (2017). Cultural Adaptation of Dialectical Behavior Therapy for a Chinese International Student with Eating Disorder and Depression. *Clinical Case Studies*, *16*(1), 42–57. https://doi.org/10.1177/1534650116668269

Recommended Reading:
- Linehan, M.M. (1993). *Cognitive-behavioral treatment of borderline personality disorder.* New York, NY: Guilford.
- Linehan, M.M. (2014). *DBT skills training handouts and worksheets* (2ⁿᵈ ed.) New York: Guilford.
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Module 15

Topic:

1. **Summary and Termination**

Required Readings
- Teyber & Teyber
   - Chapter 10: Working-Through and Termination (pp. 354-364)
- Vasquez, M.J., Bingham, R.P., & Barnett, J.E. (2008). Psychotherapy termination: 5 *64,* 653-665.

Case Study Assignment (Final Paper, 30 points) DUE WEEK 14

This paper provides the opportunity to apply the theories and interventions learned throughout the semester to an individual from your CURRENT field placement or to one of the cases provided for you. If you have never utilized interpersonal, psychodynamic, and/or cognitive behavioral approaches in your work, then act as if you did. By this I mean, analyze the client through the lenses of interpersonal, psychodynamic, and cognitive theories, and then apply the interventions stemming from these theories.

The paper is expected to include references from this course (i.e., texts, required readings; **at a minimum 2 course references**), and a minimum of **FIVE** empirical and theoretical scholarly articles that are not on the syllabus. **This is a total of at least SEVEN references**. At least **FOUR** of your outside sources should come from scholarly journals, not books or websites. **The** *DSM* **does not count as one of your scholarly sources**.

The paper should be 11 to 12 pages (not including title page or references) typed in 12-point font, double-spaced, and one-inch margins are required. APA style citations and references are required. NO EXCEPTIONS. It is essential that you protect the confidentiality of your client (i.e., use pseudonyms in place of actual names of persons and in place of highly sensitive information that could link individuals and agencies). DO NOT INCLUDE AN ABSTRACT. NO DIRECT QUOTES ALLOWED. PARAPHRASE ONLY.

ORGANIZATION OF THE PAPER

Choose a client from your current field placement OR one of the cases provided for you. If you choose one provided for you, the instructor cannot provide any other information regarding the case.

Part I: Case Formulation (no more than 5 pages)
1. Briefly describe your **professional setting** (no more than two or three sentences).
2. Identify the client's **presenting problem**. Include **client information** (age, gender, race/ethnicity, sexual orientation and/or gender identity, family composition, etc.).
   - Also, discuss whether the client used social or mental health services in the past. *This is a good place to cite literature that is not on the syllabus.*

3. Discuss how **membership in an oppressed group** might contribute to or exacerbate the problem. For example, if your client is Latina, discuss some of the psychosocial issues encountered by Latina populations and whether or not these issues relate to your client. *This is a good place to cite literature that is not on the syllabus.*

4. What **family issues and/or stressful/traumatic/developmental experiences** have

contributed to the client's current problem? Describing these experiences is not enough. Advanced clinical practice requires you to carefully analyze these experiences and explain how they affect your client's psychosocial functioning. *This is a good place to cite literature that is not on the syllabus.*

5. Include a **psychiatric diagnosis** according to *DSM-5*. See example below. Please phrase in the following way:
According to the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (American Psychiatric Association, 2013) Ms. Smith meets criteria for:
Obsessive Compulsive Disorder
Generalized Anxiety Disorder
Major Depression

6. Briefly describe the **client's strengths**. Or briefly explain the way in which the client has manifested resilience throughout their life. Discuss the importance of client's religion or spirituality, if applicable.

7. Describe **two of the client's treatment goals**. The client's treatment goals should stem from the problems under discussion. Please see the chapter on goals in the course tools section. **Goals should be one sentence each and should be measurable**. **Only describe two treatment goals.**

Part II: Interpersonal Interaction (no more than three-quarters of a page)
- How does the client interact with you during sessions or during your contacts with them?
- How does this help you to understand how they interact with others, or the way in which others react to them?

Part III: Engagement (no more than 1 page)
Describe the role of the *holding environment* in the engagement process:
- First, define the holding environment and briefly discuss the clinical/developmental theories underlying this intervention.
- Second, discuss why the holding environment is necessary for engaging and establishing a therapeutic alliance with your client.

The discussion should be specific to your client—**DO NOT discuss the material in a general way**. *This is a good place to cite literature that is not on the syllabus.*

Part IV: Cognitive Behavioral Therapy (CBT) OR CBT-Related Interventions OR Interpersonal Intervention (no more than 4 pages)
PROVIDE SPECIFIC EXAMPLES. Do NOT discuss the interventions in a general way. Relate the interventions to the client's problem.
- This section should include a brief description of the intervention approach (with appropriate references).
- This section should also include descriptions of the types of intervention components or strategies used (with references) with specific links to the client. How did you or would you apply this approach to address the client's goals?

Part V: Professional Use of Self (no more than 1 page)

- Describe how countertransference (biases and judgments) influenced—or could have influenced—the development and maintenance of the therapeutic relationship.
- Did you need to modify your practice in any way?

Please note:

Students SHOULD proofread all of their work prior to submitting it. When reading your papers be certain that your sentences hang together and flow in a coherent fashion. Students are encouraged to keep to the limits permitted in regard to paper length. There is no need to include "fluff." Be certain that the material you include has a purpose. In that light be sure to edit materials. There is no need to say the same thing in more than one way. Search out the best way and state it plainly. Papers that contain a high level of unnecessary material are not considered outstanding papers. The important aspect is quality and not quantity. It is better to say less than more, especially if more means not saying it at all.

Clients' right to confidentiality must be safeguarded. This means that all identifying data concerning clients must be disguised -- names, addresses, places of employment, etc. The use of pseudonyms is a great strategy for ensuring confidentiality. You may also choose to use initials. It is usually acceptable to name the town or area where clients live, to describe the type of employment unless very unusual, but not the specific company where client works. Give correct ages, race, etc. -- delete or change only what might serve to identify clients. Do not give real names of "collaterals" (teacher, probation officer, psychiatrist, etc.). Check with your field instructor so that you can conform to any additional confidentiality criteria required by your agency.

Students should share the assignment with their field instructors. Field instructors can be very helpful in recommending areas that you might target for your own practice growth. If you have concerns about how to describe your client within the framework of the assignment, please bring this matter to my attention as soon as possible.

Your behavior is expected to conform to ethical standards described in University guidelines (School of Social Work Student Handbook) and the NASW Code of Ethics. Violations of the expectations will be brought to the attention of the University.