INSTRUCTOR:
OFFICE HOURS:
PHONE:
E-MAIL:

Catalog Course Description

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

Place of Course in the Program

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

Clinical Social Work Practice I is required for students choosing the Clinical Social Work 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.

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.

**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 for understanding client dynamics and the change process, (d) a repertoire of therapeutic communication and clinical skills, with special emphasis on adhering to ethical guidelines and application of these skills to special populations. Clinical Social Work 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. Course content explores assessment and treatment principles from the interpersonal, psychodynamic, and cognitive-behavioral approaches. Readings move beyond supportive approaches emphasized in the foundation course to introduce uncovering aspects of therapy.

**Required Texts**


**Course Requirements**

Clinical Social Work I includes: (a) overview of professional issues in clinical social work, (b) interpersonal and psychodynamic theory and interventions, and (c) cognitive behavior theory and interventions, and (d) introduction to DBT. 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.

**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 process of 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.

*Note: Use of electronic devices is prohibited in the classroom at all times. All electronic devices (e.g., cell phone, iPad) must be silenced and stored out-of-sight before class begins (See professor to discuss exceptions). Failure to comply will result in point deductions at the instructor’s discretion.

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

Assignments

Written assignments are due at the beginning of class (before the instructor begins the session). 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 5 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 (6th Ed.) style of documentation.

Typographical errors; poor grammar, syntax, spelling, word choice and organization; 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.

1. **Mid-Term Exam in Class:**

2. **Final Assignment:** See SAKAI for assignment guidelines

3. **Oral Presentation - Clinical Practice Dilemma**

4. **Attendance and Participation:** Participation points will be based on attendance and class participation. Students are expected to attend all classes and arrive on time. Absences may occur due to unforeseen circumstances; however, excessive absences (more than two unexcused absences) and/or consistent lateness will result in the lowering of the final grade by one full grade point. The student must notify the instructor in advance, or as soon as possible after, the missed class. Missed classes will be excused by the instructor only for compelling reasons (e.g., illness, emergency, and other-to be determined by the instructor); notification does not automatically indicate an excused absence. Even in the event of illness or compelling reasons, 3 or more absences may result in course failure.

Examples of class participation include, but are not limited to, asking relevant questions/making relevant comments, active participation in small/large group exercises, presentation of case material, and bringing to class relevant articles/newspaper clippings/current events information.

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>35 points</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>40 points</td>
</tr>
<tr>
<td>Oral Presentation-</td>
<td>15 points</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10 points</td>
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</tbody>
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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
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.

**Course Readings**

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

“Social workers should ...fully use evaluation and research evidence in their professional practice.” (NASW Code of Ethics, 2008).

**Academic Integrity**
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 construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

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 footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in 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 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 cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University’s Academic Integrity Policy is as follows:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited 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.

- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by 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 Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. 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. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

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.**

**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 taking your courses, 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’s 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. Please make sure you indicate the campus where you are taking your courses on this form.

**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, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hours/day, 7 days a week.

**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.

**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.

**New Brunswick Campus**

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

Contact: https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching

**Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment.

http://www.ncas.rutgers.edu/writingcenter

**Camden Campus**

The Camden learning center provides writing assistance for MSW students on the Camden campus.
School of Social Work Learning Goals

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

THE COUNCIL ON SOCIAL WORK EDUCATION POLICY AND ACCREDITATION STANDARDS

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. 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.
**Required**


**Recommended**


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**INTEGRATIVE APPROACHES USING PSYCHODYNAMIC AND INTERPERSONAL THEORY AND INTERVENTION**

**Session 2**

**Teyber and McClure**

Chapter 1: The Interpersonal Process Approach (pp. 2-34)  
Chapter 2: Establishing a Working Alliance (pp. 37-68)

**Required**


**Session 3:**

**Teyber and McClure**

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

**Required**

**Highly recommended**

**Session 4:**

**Teyber and McClure**

Chapter 5: Helping Clients with Their Feelings (pp. 143-180)
Chapter 6: Familial and Developmental Factors (pp. 183-223)

**Required**

**Session 5:**

Chapter 7: Inflexible Interpersonal Coping Strategies (pp. 224-252)
Chapter 8: Relational Themes and Reparative Experiences (pp. 253-292)

**Required**

**Highly recommended**

**Session 6**

Chapter 9: Working with the Process Dimension (pp. 295-332)
Chapter 10: Working-Through and Termination (pp. 333-364)

**Required**

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<th>IPT &amp; INTERPERSONAL AND SOCIAL RHYTHM THERAPY FOR MOOD DISORDERS</th>
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**Session 7:**
**Required**


**Recommended**


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**COGNITIVE BEHAVIORAL THEORY AND INTERVENTION**

**Session 8:**

**Beck**

Chapter 1: Introduction to Cognitive Therapy (pp. 1-16).
Chapter 2: Overview of Treatment (pp. 17-28).
Chapter 3: Cognitive Conceptualization (pp. 29-45).
Chapter 4: The Evaluation Session (pp. 46-58).
Chapter 5: Structure of the First Therapy Session (pp. 59-79).

**McKay, Davis, and Fanning**

Chapter 1: Making Your Own Treatment Plan

**Recommended reading**


**Session 9:**

**Beck**
Chapter 6: Behavioral Activation (pp. 80-99).
Chapter 7: Session 2 and Beyond: Structure and Format (pp. 100-122)
Chapter 8: Problems with Structuring the Therapy Session (123-136).
Chapter 9: Identifying Automatic Thoughts (pp. 137-157)
Chapter 10: Identifying Emotions (pp. 158-165).

**McKay, Davis, and Fanning**

Chapter 2: Uncovering Automatic Thoughts
Chapter 3: Changing Patterns of Limited Thinking
Chapter 4: Changing Hot Thoughts

**Recommended**


**Session 10:**

**Beck**

Chapter 11: Evaluating Automatic Thoughts (pp. 167-186).
Chapter 12: Responding to Automatic Thoughts (pp. 187-197).
Chapter 13: Identifying and Modifying Intermediate Beliefs (pp. 198-227).
Chapter 14: Identifying and Modifying Core Beliefs (pp. 228-255)
Chapter 15: Additional Cognitive and Behavioral Techniques (pp. 256-276).

**McKay, Davis, and Fanning**

Chapter 5: Relaxation
Chapter 6: Worry Control
Chapter 7: Coping with Panic
Chapter 8: Coping Imagery

**Recommended**


**Session 11:**

**Beck**

Chapter 16: Imagery (pp. 277-293).
Chapter 17: Homework (pp. 294-315).
Chapter 18: Termination and Relapse Prevention (pp. 316-331).
Chapter 19: Treatment Planning (pp. 332-345).
Chapter 20: Problems in Therapy (pp. 346-357).
Chapter 21: Progressing as a Cognitive Therapist (pp. 358-360).

McKay, Davis, and Fanning
Chapter 13: Brief Exposure
Chapter 14: Prolonged Exposure
Chapter 15: Testing Core Beliefs
Chapter 16: Changing Core Beliefs with Visualization
Chapter 17: Stress Inoculation for Anger Control

Recommended

DIALECTICAL BEHAVIOR THERAPY

Sessions 12 and 13:

Required


Highly Recommended


NARRATIVE APPROACHES

Session 14: Final Paper
**Required**


**Recommended**

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**FINAL CLASS: SUMMARY**

**Session 15**

Summary-