

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK

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

FALL 2019

SECTION:

CLASSROOM:

INSTRUCTOR:

OFFICE:

OFFICE HOURS:

PHONE:

E-MAIL:

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.

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.

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 a 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., & McClure, 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). (2nd edition) *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Publishing, Inc.

Required Articles

Required articles are available through Canvas. Other required readings can be accessed through the RU Libraries electronic reserve system at <https://www.libraries.rutgers.edu/>. In the QuickSearch box on the Libraries homepage, type the Course NAME or the Course Number.

IX. Course Attendance and Participation Policies

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than two unexcused absences will most likely result in the failure of the class. Students are

expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

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>).

X. Assignments and Grading

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 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 (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. Quizzes: 50 points.** 5 multiple choice, short answer, true/false quizzes, worth 10 points each.
- 2. Final Assignment: (40 points).** For the final assignment you will complete a case study (see attachment).
- 3. Attendance and Participation (10 points):** 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

(5 Quizzes, each worth 10 points)	50 points
Case Study (final assignment)	40 points
Attendance/Participation	10 points
	= 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.

XI. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New

Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

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 (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<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. <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>
APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization
<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XII. 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 Laura Curran, at lacurran@ssw.rutgers.edu.** 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.*

XIII. 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>.

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, **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>.

<p style="text-align: center;">INTEGRATIVE APPROACHES USING PSYCHODYNAMIC AND INTERPERSONAL THEORY AND INTERVENTION</p>
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Session 1:

Objectives:

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

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.

Session 2:

Objectives:

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:

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.

Session 3:

Classroom Quiz 1: Covers Teyber & Teyber, chapters 1, 2, Wright, Brown, Thase, Basco, Chapter 2, Applegate, Berzoff and Sudberry articles.

Objectives:

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

Required Readings:

Teyber & Teyber

Chapter 3: Honoring the Client's Resistance (pp. 69-109)

Chapter 4: An Internal Focus for Change (pp. 110-142)

Recommended Readings:

Swartz, H.A., Zuckoff, A., Grote, N.K., Spielvogel, 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.

Session 4:

Objectives:

- 1. Affect, Emotion, Feeling**
- 2. Affect Regulation**

Required Readings:

Teyber & Teyber

Chapter 5: Helping Clients with Their Feelings (pp. 143-180)

Session 5:

Objectives:

- 1. Developmental Needs**
- 2. Object Relations**

Required Readings:

Teyber and Teyber

Chapter 6: Familial and Developmental Factors (pp. 183-223)

Session 6:

Classroom Quiz 2: Teyber & Teyber Chapters 3, 4, 5, and 6.

Objectives:

- 1. Attachment**
- 2. Parenting**

Required Readings:

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(1), 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.

Session 7

Objectives:

- 1. Knowing and Working with Defenses**
- 2. Trauma**

Required Readings:

Teyber and Teyber

Chapter 7: Inflexible Interpersonal Coping Strategies (pp. 224-252)

Trevithick, P. (2011). Understanding defences and defensiveness in social work. *Journal of Social Work Practice*, 25, 389-412.

Alessi, E. J., & Kahn, S. (2019). Using psychodynamic interventions to engage in trauma-informed practice. *Journal of Social Work Practice*, 33(1): 27-39

Session 8:

Classroom Quiz 3: Teyber and Teyber, chapter 7, Novick & Novick, Schore & Schore, and Trevithick.

Objectives:

- 1. Knowing and working with transference and countertransference**

Required Readings:

Teyber and Teyber

Chapter 8: Relational Themes and Reparative Experiences (pp. 253-292)

Chapter 9: Working with the Process Dimension (pp. 295-332)

COGNITIVE BEHAVIORAL THEORY AND INTERVENTION

Session 9:

Objectives:

- 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.

Wright, Brown, Thase, & Basco.

Chapter 3. Assessment and Formulation, pages, 45-65.

Wright, Brown, Thase, & Basco.
Chapter 4. Structuring and Educating, pages 65-88.

Session 10:

Objectives:

1. Automaticity or Unconscious
2. Repetition

Classroom Quiz 4: This quiz will cover Teyber and Tebyer chapter 8 and 9, Wright, Brown, Thase, & Basco, Chapters 1, 3, 4

Required Reading:

Wright, Brown, Thase, & Basco.
Chapter 5. Working with Automatic Thoughts, pages, 89-123.

Session 11:

Objectives:

1. Depression and Sadness

Required Reading:

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

Thanksgiving: no class

Session 12:

Objectives:

1. Anxiety
2. Avoidance and Defenses

Required Reading:

Wright, Brown, Thase, & Basco.

Chapter 7. Behavioral Methods II: Reducing Anxiety and Breaking Patterns of Avoidance, pages, 151-173.

Recommended Readings:

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.

Sessions 13:

Objectives:

1. What is a Mental Schema?

Topics:

- 1. Change, transformation, modifying schemas**
- 2. Potential, Limitations, and Critiques**

Required Readings:

Wright, Brown, Thase, & Basco. Chapter 8. Modifying Schemas, pages 173-203, and Chapter 9, Common Problems and Pitfalls, Pp 203-220.

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.

DIALECTICAL BEHAVIOR THERAPY

Session 14:

Classroom Quiz 5: This quiz will cover Wright, Brown, Thase, & Basco. chapters 5, 6, 7 & 8, and 9, and Gonzalez-Prendes et al.

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 Behaviour Therapy (DBT) for borderline personality disorder: Overview and adaptation. *Journal of Mental Health, 9*, 7-23.

Session 12, Koons, C.R. (2008). Dialectical behavior therapy. *Social Work in Mental Health, 6*, 109-131.

FINAL CLASS: SUMMARY

Session 15:

Final Assignment (case study) Due

Topic: Summary and Termination

Required Readings

Teyber and Teyber

Chapter 10: Working-Through and Termination (pp. 333-364)

Vasquez, M.J., Bingham, R.P., & Barnett, J.E. (2008). Psychotherapy termination: 564, 653-665.

Case Study Assignment (Final Paper, 40 points)

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.

It is expected that the paper include references from this course (i.e., texts, required readings), and a minimum of **FIVE** empirical and theoretical scholarly articles that are not on the syllabus. 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

Part I: 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 II: 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 III: 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 IV: 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 V: 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.

Part VI: 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.

Clients' right to confidentiality must be safeguarded. This means that all identifying data concerning clients must be disguised -- names, addresses, places of employment, etc. It is usually acceptable to use first names (unless these are very unusual) or to refer to clients by real last initial, 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.