

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM**

Clinical Practice with Individuals and Families II

SWK 6014

COURSE DESCRIPTION

Clinical Practice II builds upon the core knowledge, practice principles and skills developed in Foundations Practice I, II and Clinical Practice I. With Clinical Practice I completed, students have acquired a theoretical framework of specific casework approaches and have developed a better understanding of the critical components of a useful biopsychosocial assessment of individuals and families. Building upon the ecological/systemic framework within the Clinical Practice I, this course expands the theoretical lenses through which social work assessment and intervention may be carried out. Drawing upon concepts and principles of psychodynamic and family/systemic theories that focus on the intrapsychic and transactional dynamics of an individual within various systems respectively, the course examines the interlocking nature of these theories that inform contemporary clinical social work practice. Particular attention is paid to how differential assessment and intervention unfold in the client/worker relationship within agency-based practice.

I. COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Social workers use technology ethically and appropriately to facilitate practice outcomes; and, social workers use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Competency 3: Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers are advocates for human rights, economic and environmental justice in direct practice with individuals, families, groups and communities as well as efforts focused on program development and policy development.

Competency 4: Engage in Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes

Berzoff, J. Flanagan, L., & Hertz, P. (2011). *Inside Out and Outside In: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. Rowman & Littlefield Pub., Inc. New York.

Recommended Texts

Goldstein, E. G. (1997). *Ego psychology and social work practice* (2nd ed.). New York: The Free Press. ISBN 9780029121504, \$32.95

Journal articles that are required reading are available as electronic reserve articles from the YU Library. Required readings are marked by an asterisk next to them. Required articles are available online from the electronic reserves of the Pollack library.

V. COURSE REQUIREMENTS

Clinical Practice Assignment I – Theory Integration Assessment Due 7th Session

Each student must develop a mid-term paper (8-10pgs) on a client that they have assessed and treated from a particular practice theory

1. Brief Psychosocial-Include class, race, culture, religion, sexual orientation of your client and presenting problem;

2. How has the psychosocial frame of reference (person-in-environment) informed your client?

4. Which practice theory informed your practice, key concepts, practice principles and specific interventions?

5. What is the dynamic relationship between?
A) Clients past and current themes/challenges
B) unconscious issues

6. Include excerpts from practice to illustrate these aspects where appropriate

For any citations, use APA 7th Edition citation format throughout your paper, including in your reference section. The paper should make use of 5-10 citations, half of which may be taken from course readings. A limited bibliography is required. Late papers will be graded down. (Half a grade a week).

[Competencies 1-9]

Clinical Practice Assignment II – Final Paper Due 13th Session

[Competencies 1-9]

Capstone Paper Assignment

In the second semester of specialized/advanced practice, as students approach graduation, all WSSW students must complete a Capstone Paper. This paper represents the culminating assignment for the Social Work Program. It requires students to complete an individual paper with an emphasis on integrating their knowledge of all key areas of the MSW curriculum: HBSE, Cultural Diversity, Values & Ethics, Policy, Research and Practice with client systems.

This approximately 10-12-page final paper should address a social problem experienced by a client, group or community and explain how policy, cultural diversity, HBSE, ethics, research, and practice knowledge would inform your assessment and intervention with this problem. For example, if a student chose to write about substance abuse and adolescents, they would

students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

VII. OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

VIII. E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
- 2.

Barth, F D. (2011). Integrative Approaches to Clinical Practice. *Clinical Social Work Journal*, 39, 2, 119-121.

Woods, M., & Hollis, F. (2000). *Casework: A Psychosocial Therapy* (2000). 5th Edition Boston: McGraw-Hill (Chapters 5-7)

Module 2 (Sessions 3-5) Ego Psychology

Classroom Focus: An overview of the theoretical underpinnings of psychodynamic approaches with a focus on the integration of theory with clinical practice principles and interventions of Ego Psychology.

Readings:

Allen, JG. (2008).

- Brandell, Jr. (2010). Contemporary Psychoanalytic Perspectives on Attachment *Psychoanalytic Social Work*, 17, 2, 132-157.
- Byrne, G; Egan, J. (2018). A Review of the Effectiveness and Mechanisms of Change for Three Psychological Interventions for Borderline Personality Disorder, *Clinical Social Work Journal*, 1-13.
- Defife, J., Horst, K., Schachter, J., & Thomas, H. (2012). Ulm Psychoanalytic Process Research Study Group: From Psychoanalytic Narrative to Empirical Single Case Research: Implications for Psychoanalytic Practice. *Clinical Social Work Journal*, 40, 1, 112-114.
- Edward, J. (2009). When Social Work and Psychoanalysis Meet. *Clinical Social Work Journal* 46, 1, 14-22.
- Hazan, C., & Shaver, P. (1994). Deeper into Attachment Theory. *Psychological Inquiry*, 5 (1), 68-79.
- Roisman, G. (2009). Adult Attachment: Toward a Rapprochement of Methodological Cultures. *Current Directions in Psychological Science*, 18(2), 122-126
- Palvarini, P. (2010). Is the concept of corrective emotional experience still topical? *American Journal of Psychotherapy*, 64, 2, 171-94. Retrieved from <http://search.proquest.com/docview/652275942?accountid=15178>

MODULE 4: (Sessions 8-9) Evidence-Based

Classroom focus: An overview of evidence-based approaches with a focus on the integration of theory with clinical practice principles and interventions.

Readings:

- Beckerman, N.L, & Pass, J. (2008). After the Assault: Cognitive Trauma Therapy with a Single Event Trauma Survivor. *Clinical Social Work Journal*, 36. 3, 255-263.

Berzoff, Chapter 18

- Cloitre, M., Courtois, C.A., Charuvastra, A., Carapezza, R., Stolbach, B.C., & Green, B.L. (2011). Treatment of complex PTSD: Results of the ISTSS expert clinician survey on best practices *Journal of Traumatic Stress*, 24, 6, 1-14.
- Forbes, D., Creamer, M., Bisson, J.I., Cohen, J.A., Crow, B.E., Foa. E.B., Friedman, T.M., Keane, T.M., Kudler, H.S., Ursano, R.J., (2010). A guide to guidelines for the treatment of PTSD and related conditions *Journal of Traumatic Stress*. 23, 5, 537-552.
- Gilgun, F. (2005). The 4 cornerstones of evidence-based practice in social work. *Research on Social Work Practice*, 15, 1, 52-61.

MODULE 5 (Sessions 10) Trauma-Informed Approaches

Classroom focus: An overview of trauma, PTSD and trauma-informed approaches with a focus on the integration of theory with clinical practice principles and interventions.

Readings:

Beckerman, N.L., & Pass, J. (2008). After the Assault: Cognitive Trauma Therapy with a Single Event Trauma Survivor. *Clinical Social Work Journal*, 36. 3, 255-263.

Green, B.L. (2011). Treatment of complex PTSD: Results of the ISTSS expert clinician survey on best practices *Journal of Traumatic Stress*, 24, 6, 1-14.

BIBLIOGRAPHY

