

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

Clinical Practice with Individuals and Families I

SWK 6013

COURSE DESCRIPTION

IV. COURSE EXPECTATIONS AND GRADING

A passing grade in Fieldwork is required to pass Clinical Practice with Individuals & Families I.

Assignment	Grade %	Due Date
Assignment 1: Biopsychosocial Assessment	37%	7 Session
Assignment 2: Use of Self, Transference & Countertransference	38%	13 Session

A full biopsychosocial assessment should be developed based on client from the students' fieldwork experience. A detailed outline follows:

Part 1-Describe your agency setting. How does the agency impact on social casework methods and how does it address your role and function as a social worker as defined by this agency?

Part 2-Provide a biopsychosocial assessment (Identifying data, presenting problem, personal and family history, medical history, legal history, educational/vocational history as it relates to presenting problem, mental health or social service treatment history, current level of functioning, diagnostic impressions (DSM V), and prognosis based on strengths and limitations). Include the role of culture, race, religion, class, and gender as they relate to the client's experience of the presenting problem.

Part 3-Review client contact to date (this can include a segment of process to illustrate significant themes or to highlight client-worker dynamics). Also include counter-transferential material and make use of practice examples to illustrate where appropriate.

Part 4-Identify your practice skills (empathy, engagement, professional use of self, etc.) utilized thus far.

Part 5-Report from the social work literature, demonstrate a familiarity of the knowledge base and assessment of this particular population or issue (i.e.: elderly, domestic violence) that is relevant to work with this client.

[Competencies 1-9]

ORAL PRESENTATION

This assignment specifically measures the following competencies:

Each student will be expected to make an oral presentation of social casework practice with a client from their current field work experience. The presentation should demonstrate command of the following criteria:

1. An organized presentation of biopsychosocial data, using a genogram to describe a particular client. Discuss a particular learning issue that has emerged from practice with this client;
2. An application of professional language and concepts;
3. An identification and formulation of a practice issue reflecting social casework content. You may wish to discuss a clinical intervention that you have had difficulty applying or you may want to talk about a clinical situation you have not understood well in order to get feedback from the class;
4. A familiarity of the knowledge base of a particular population or issue (i.e.; the elderly, domestic violence) that is relevant to work with this client;
5. An articulation of theory (ies) and skills applied with this client. Justify the theory (ies) you have selected;
6. An openness and thoughtfulness in responding to class members' questions or comments;
7. Professional presentation style: **A.** Appropriate eye contact. **B.** Presentation of professional self. **C.** Coherent, articulate delivery

[Competencies 1-9]

Written Assignment #2 - Due date: Session 13

USE OF SELF, TRANSFERENCE AND COUNTERTRANSFERENCE

Each student is expected to write a graduate level (APA format) case presentation, which analyzes client engagement, assessment of the client system and the client-worker relationship.

The paper should draw on relevant social work literature, and wherever indicated provide an illustration of engagement, assessment and client-worker dynamics using practice examples drawn from client interactions.

1. Provide brief biopsychosocial assessment (history/current functioning)
2. Identify engagement skills (empathy/elaborating)
3. Analyze nature of client-worker relationship and identify potential transference and countertransference issues
4. What are your thoughts about what might help you to manage your feelings/reactions as you go through your relationship with this client?

5. Include how your reflections on your professional use of self with this client evolved.

Paper should be 8-10 pages with citations. You may write the paper in first person, but please comply with all other APA 7 rules.

[Competencies 1-9]

Written Assignment Grading Rubric

(A= 94-100; A- = 90-93)

(B+ = 87-89; B= 83-86)

VI. EVALUATION

Staniforth, Barbara (2015). Review of 101 social work clinical techniques. *Journal of Social Work, 15*, 1, 107-108.

Woods, M. E., & Hollis, F. (2000). *Casework: A psychosocial therapy* (5th ed.)
NY: McGraw Hill (chs. 5-8 over first half of semester)

MODULE 2: Sessions 3-4

MODULE 3-Sessions 5-6 Transference-Countertransference

Learn the use of transference and countertransference as diagnostic and treatment tools; Concept of client's "resistant" behavior; the dynamic interplay of intrapsychic and environmental factors as well as intersubjectivity between worker and client.

Readings:

Ackerman, C. E. (2019). Mental Health Treatment Plans: Templates, Goals & Objectives. <https://positivepsychology.com/mental-health-treatment-plans/>

Arnd-Caddigan, M., Pozzuto, R. (2008). Use of Self in Relational Clinical Social Work. *Clinical Social Work Journal*, 36, 323-243.

Bliss, S. (2012). Preview Making a Difference in Patients' Lives: Emotional Experience in the Therapeutic Setting. *Clinical Social Work Journal*, 40. 1, 106-108.

Berzoff, J., & Kita, E. (2010). Compassion Fatigue and Countertransference: Two Different Concepts. *Clinical Social Work Journal*, 38. 3, 341-349.

Brill, M, Nahmani, N. (2017). The Presence of Compassion in Therapy, *Clinical Social Work Journal*, 45, 1, 10-21.

Goldstein, E. (1995). Ch. 9, "The nature of the client-worker relationship" (pp. 200–224).

Groshong, L., Phillips, D. (2015). The impact of electronic communication on confidentiality in clinical social work practice. *Clinical Social Work Journal*, 43, 2, 142-150

Horowitz, R. (2002). Psychotherapy and schizophrenia: The Online Journal of Critical Masses. [http://www.criticalmasses.com/online/010502/a6\(-\)-4\(/F2 12 Tf 1 0 0 1 93.225 588.5 countertra](http://www.criticalmasses.com/online/010502/a6(-)-4(/F2 12 Tf 1 0 0 1 93.225 588.5 countertra)

Turney, D., (2010). A relationship-based approach to engaging involuntary clients: The contribution of recognition theory. *Child & Family Social Work*, 17 (2) p149-159.

Schamess, G. (2012). Mutual Transformation in Psychotherapy. *Clinical Social Work Journal*, 40, 4, 10-22.

Yedidia, T. (2005). Immigrant therapists' unresolved identity problems and countertransference. *Clinical Social Work Journal*, 33(2), 159-171.

MODULE 4-Sessions 7-8 Brief Approaches

This section presents overview of theories of clinical practice and their integration into practice. The importance of the time frame in which casework takes place with a focus on Learn the knowledge and skills base of short-term approaches (Task-centered, and Crisis Intervention)

Eaton, Y.M., & Roberts, A.R. (2009). Front Line Crisis Intervention. In Roberts, A.R. (Ed.) (2009). *Social workers' desk reference* (207-214). NY: Oxford University Press.

Ell, K. (1996). Crisis theory and Social Work Practice. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed., 168-190), New York: The Free Press.

Fortune, A.E., Reid, W.J., & Reyome, D.P. (2009). Task-Centered Practice. In Roberts, A.R. (Ed.) (2009) *Social workers' desk reference* (pp. 226-230). NY: Oxford University Press.

Johnston, L., Tarp, D.M. (2018). Support is a Complicated Concept: A Social Work Practice Reflection on Support and Anxiety. *Clinical Social Work Journal*, 1-13.

Reid, W. J. (1996). Task-centered social work. In F. Turner (Ed.), *Social work Treatment: Interlocking theoretical approaches* (4th ed., pp. 617-640). New York: The Free Press.

Shapiro, F., & Laliotis, D. (2011). EMDR and the Adaptive Information Processing Model: Integrative Treatment and Case Conceptualization. *Clinical Social Work Journal*, 39, 2, 191-200.

Shier, M.L. (2011). Problem solving and social work. In F. Turner (Ed.) *Social work treatment: Interlocking theoretical approaches* (4th ed., pp. 364-372). New York, NY: The Free Press.

Turney, D. (2010). A relationship-based approach to engaging involuntary clients: The contribution of recognition theory. *Child & Family Social Work*, 17 (2) p149-159.

This module introduces motivational Interviewing and key clinical issues in brief counseling approaches; their premises, practice principles and interventions.

Readings

Brandell, J.R. (2004). Dynamic approaches to brief and time-limited clinical social work. In J.R. Brandell (Ed.), *Psychodynamic social work* (pp. 501-521). New York, NY: Columbia University Press.

Hettema, J., Steele, J., & Miller, W. (2005) Motivational Interviewing. *Annual Review of Clinical Psychology*, 1, 91-111.

Miller, W. (2017). Motivational interviewing. (Link will open in new tab.) [Video file]. PsychotherapyNetworker.org.

Widder, R. (2017). Learning to use motivational interviewing effectively: Modules. *The Journal of Continuing Education in Nursing*, 48(7), 312-319.

MODULE 6-Sessions 11-12 CBT

This module provides an overview of Cognitive Behavioral Therapy. The focus is on theory overview, practice principles and CBT interventions.

Beckerman, N.L., & Pass, J. (2008). After the assault: Cognitive trauma therapy with a single event trauma survivor. *Clinical Social Work*, 36(4), 255-263.

Bliss, S., & McCardle, M. (2014). An exploration of common elements in dialectical behavior therapy, mentalization based treatment and transference focused psychotherapy in the treatment of borderline personality disorder. *Clinical Social Work*, 42, 61-69.

Chapman, A.L., Turner, B.J., & Dixon-Gordon, K.L. (2011). To integrate or not to integrate dialectical behaviour therapy with other therapy approaches? *Clinical Social Work*, 39, 170-179. Dimeff, L., Linehan, M. (2001). DBT in a Nutshell. *The California Psychologist*, 34, 1, 10-13.

Cully, J.A., & Teten, A.L. (2008). A therapist's f10(1)6F2 12 Tfyd-4()-4(M.)-5(/F2.67 Tm07 Tm07 Tm07 Tm)

- Leon, A. (1999). Compassion fatigue: Consideration for working with the elderly. *Journal of Gerontological social work*, 32, 1, 43-63.
- Lightburn, A., & Sessions, P. (Eds.) (2005). *Handbook of community-based clinical practice*. NY: Oxford University Press.
- Malone, M. (2000). Social work early intervention for young children with developmental disabilities. *Health & Social Work*, 25, 3, 169-181.
- Rosenbloom, M. (1988). Lessons of the holocaust for mental health practice. In R. L. Braham (Ed.), *The psychological perspectives of the holocaust and of its aftermath*. New York: Columbia University Press.
- Rock, B. (2000). The new confidentiality for the 21st century in a managed care environment. *Social Work*, 44, 3, 253-263.
- Rose, R.J. (1999). Applying a strengths-based practice approach in working with people with developmental disabilities and their families. *Families in Society*, 80, 1, 25-34.
- Rose, S.M. (2000). Reflections on empowerment-based practice. *Social Work*, 45, 5, 403-413.
- Stout, K. D., & Thomas, S. (1997). Fear and dangerousness in shelter work with battered women. *Affilia: Journal of Women and Social Work*, 6, 21, 74-86.
- Tosone, Carol Celebrating forty years of clinical social work. *Clinical Social Work Journal*, 41, 1, 1-2.
- Vakharia, S.P., Little, J. Starting Where the Client Is: Harm Reduction Guidelines for Clinical Social Work Practice. *Clin Soc Work Journal*, 45, 65–76 (2017). <https://doi.org/10.1007/s10615-016-0584-3>
- Walsh, J. (2011). Therapeutic Communication with Psychotic Clients. *Clinical Social Work Journal*, 39, 1, 1- Learning Theme: The two-person interactive perspective