SW 850-002: Clinical Social Work Practice: Individuals & Dyads

I. NUMBER OF CREDITS: 3

II. PREREQUISITES:
A. SW 840 - Social Work Practice: Generalist Methods
SW 841 - Social Work Practice: Intervention Models
SW 894B - Social Work Field Instruction: Models of Intervention

COREQUISITE:
SW 894D - Social Work Field Placement: Clinical Intervention with Individuals and Families

III. COURSE DESCRIPTION
SW 850 builds upon the theory and skills of the foundation methods, field, and HBSE sequences. This course addresses the theoretical bases of advanced clinical social work practice with individuals and dyads across the life-span as well as competency with specific clinical practice methods. Because of the wide scope of the course, focus will be maintained upon providing solid grounding in assessment and intervention strategies relevant to current social work practice with diverse populations in varied contexts.

Methods of Instruction
Skills and knowledge will be imparted via assigned readings and exercises, lecture, training videos, and class discussion. Some class discussion will be carried out over an internet discussion list. All students must join this list. There will be material presented in class that will not be covered in the assigned readings. Similarly, there will be material presented in the assigned readings that will not be covered in class. Students are expected to complete the assigned readings prior to class. You will be responsible for all material.
IV. TEXTS
A. REQUIRED


*If you obtain the full DSM-IV-TR (see Recommended Texts), you do not need to purchase the Quick Reference*

ISBN: 0-534-52732-9

ISBN: 0-87630-792-6

ISBN: 0761910506

ISBN: 0-205-29699-8


- Various articles and books will also be placed on reserve at the Main Library.

B. RECOMMENDED

ISBN 0-89042-025-4

*This text may replace the DSM-IV-TR Quick Reference in the Required Readings.*


C. USEFUL PERIODICALS

*Behavior Therapy*  
*Child Welfare*  
*Cognitive & Behavioral Practice*  
*Health and Social Work*  
*Journal of Consulting and Clinical Psychology*  
*Journal of Multicultural Social Work*  
*Journal of Progressive Social Services*  
*Journal of Social Service Research*  
*Journal of Social Work Education*  
*Research in Social Work Practice*  
*Social Service Review*  
*Social Work*  
*Social Work Research*
V. COURSE OBJECTIVES
A. Define clinical social work practice with individuals and dyads in relationship to goals, purposes, ethics, values, accountability, and scientific inquiry.
B. Place clinical social work practice with individuals and dyads within historical, current, and future contexts.
C. Articulate the meaning and application of advanced communication skills and professional use of self in working with individuals and dyads across the life span.
D. Apply psychodynamic, cognitive-behavioral, humanistic, family systems and other relevant practice theories grounded in an ecological and systemic approach to clinical practice with individuals and dyads.
E. Skillfully assess and diagnose (including goal setting, treatment planning, and outcome focus) individual clients, dyads, and their micro systems utilizing a strengths-based and client-centered approach.
F. Apply appropriate social work interventions based upon current practice theory, client development, empirical evidence, and agency mission.
G. Understand the concept of a multicultural lens and skillfully work with diverse clients utilizing advanced cultural awareness, sensitivity and skills.
H. Give examples of value conflicts and ethical dilemmas within a current clinical practice setting working with individuals and dyads.
I. Attend to the importance of contracting with client systems and sequencing sessions for the creation of a smooth and meaningful termination process.
J. Discuss the current use of information technology within clinical practice settings, including the planning and conducting of agency-based outcome research with individuals and dyads.

VI. Assignments and Basis for Grading
Your performance on class quizzes, papers, assignments, study questions, and participation will be used to evaluate how well you fulfill the course objectives. Other behavior in class may also contribute to performance evaluation.

A. REQUIREMENTS & EXPECTATIONS
Each student must be working in a therapeutic relationship with individual and/or dyadic clients. It is preferred that you have some experience with both throughout the semester. Make these arrangements as immediately in your placements. If you experience problems with direct client contact, please let the instructor and the Field Office know.
B. **Assignments & Weights**

10%  
1. **REACTION PAPER - Due September 23rd.** This is a 5 - 8 page paper:  
   a. Select a clinical experience (preferably related to a field placement) where you experienced a powerful emotional reaction. If you have never experienced a powerful emotional reaction in a clinical situation, describe a situation where someone else in your position might have experienced a strong emotional response, but you did not.  
   b. Describe the situation fully. Be sure to attend to confidentiality issues.  
   c. Identify your feelings. Why do you think you felt the way you did? Why were you feeling that way as opposed to another way? If you are describing a situation where someone else in your position might have experienced a strong emotional response, but you did not, discuss what things led you to detach yourself emotionally from your clients.  
   d. Describe how you think others were feeling. How did you arrive at conclusions about what others were feeling? Why do you think they felt that way?  
   e. 5. What do you think are the implications of this for your practice? How will this understanding affect your work in future?

25%
2. **SEMINAR PRESENTATION - Due October 21st, 28th.**  
   a. This presentation should cover a specific model of treatment for a specific problem or concern.  
   b. You should work with a partner with whom you have not worked before. (If class size is greater than sixteen, presentation groups will consist of three students. If it is greater than 24, there will be four students in a presentation group.)  
   c. Select and sign up for a topic from the list. Also pick a backup topic, in case someone else has picked the same topic. Select a topic that is new to you. Do not select an area of personal expertise.  
   d. Develop a mutually agreed upon format and division of responsibility. Clarity of presentation should be your guiding principle.  
   e. Focus upon describing the intervention procedure. The theoretical and empirical basis of the procedure should be discussed. Since a great deal of content has to be presented in a short time, be concise and organized. “State of the art” information is expected including empirical validation of the procedure(s). You must hand out a bibliography to the class. If there is empirical evidence of lack of effectiveness of this procedure, it should be presented. Simply presenting “pros” without considering the “cons” will have a serious negative effect on the presentation grade.
f. The total presentation will take 30 minutes. This means that you must allow time for questions and feedback. I would suggest the following outline and timing:

- Introduction (description of problem/concern) - 5 minutes,
- Presentation of Empirical Outcome Research Results - 5 minutes,
- Description of the Intervention Process (include reference to limitations on applicability of the intervention) - 15 minutes,
- Question & Answer Period - 5 minutes.

You will be stopped after 30 minutes, so narrow your topic accordingly. Presentations that do not allow time for questions will be graded down.

g. With the presentation, each member of the group should independently submit a one page, double-spaced report on the process of preparing the presentation. The group process reports should NOT be collaborations. Your partners should not see your report.

h. Grading will be based upon content, clarity/organization of presentation, process report, and creativity.

<table>
<thead>
<tr>
<th>Suggested Topics for Presentation on a Specific Treatment Model</th>
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<tbody>
<tr>
<td>1. Anorexia</td>
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<td>2. Attention Problems</td>
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<tr>
<td>3. Borderline Personality Disorder</td>
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<td>6. Conduct Disorder (children)</td>
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<td>7. Work with Individuals with HIV/AIDS (choose specific concern)</td>
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<td>8. Specific Learning Disabilities (choose specific concern)</td>
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3. THERAPEUTIC PROCESS AND OUTCOME PAPER - Due November 25th.

This is a 7-10 page paper. Choose one of your current clients or client systems (couple) and discuss the issues you considered in assessment for this client(s). The paper should include two sections and must be organized as follows.

Section one (2-3 pages) should include a discussion of problem and goal specification, namely:

a. A brief background statement including the presenting problem, family information, psychosocial history, and other information relevant in framing the case.

b. A brief discussion of the assessment process including specification of target problem(s), plan for measuring the problem(s), and goal(s) for the problem(s).

c. A brief elucidation of the treatment plan selected to reach the goal(s). The plan should explicitly outline how the client and worker will address the problem (as specified in the assessment process) to reach the desired goal (as specified in the assessment process).

Section two (5-7 pages) should include a discussion of the process and outcome of intervention, namely:

a. A brief description of the nature of the interactions with your client(s). This should include an evaluation of the working alliance and factors that enhanced and detracted from engagement with the client. Briefly discuss ethnic/cultural (including social class) factors and their relationship to the helping process.

b. A brief description of the implementation of the treatment plan (the process) and a report on problem change as measured via the measurement plan. Use of single subject design evaluation will enhance your grade. Additionally, discuss whether any particular interventions seemed more effective and how you reached this conclusion. Discuss problems in the treatment relationship and how they were dealt with. Problems include noncompliance (whether due to resistance or external barriers), transference and countertransference, agency conflicts, etc.

c. A brief discussion of the collateral contacts you made, e.g., schools, courts.

d. Outline plans for continuing treatment, termination, or transfer. If treatment is to continue, note further problems and goals.

e. Conclude with a brief personal statement about how this therapeutic experience has or has not been a valuable learning experience for you.

4. FINAL QUIZ. December 12th.

This test will cover materials dealing with work with individuals and dyads. It is cumulative.
5. CLASS PARTICIPATION.

Throughout the semester, in-class assignments will be handed out.

Since this is a clinical practice class, student participation is welcome and expected. This includes class discussion. The discussion grade will be derived from participation in class and on the class Internet list. Attendance is an aspect of your grade.

B. POSTING OF GRADES

Students who wish to have their grades posted by a random identification number should fill out and turn in the Permission to Post Grades form enclosed by a single line box on the last page of this syllabus. If you do NOT wish to have your grades posted, please fill out the Refusal form enclosed by a double line box on the last page.

C. GRADE ASSIGNMENT

Grades will be assigned according to total percentage earned during the semester. Percentage cutoffs for grades immediately follow.

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<thead>
<tr>
<th>Percentage</th>
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<th>Grade</th>
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<tr>
<td>≥94 - 100</td>
<td>4.0</td>
<td>≥70 - 75</td>
<td>2.0</td>
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<td>≥86 - 93</td>
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<td>≥82 - 85</td>
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<tr>
<td>≥76 - 81</td>
<td>2.5</td>
<td>&lt;57</td>
<td>0.0</td>
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GRADES ARE FINAL. The exception to this is instructor error in grading and/or instructor error in computation of grades. Thus, you are encouraged to hold on to all class work until after you have received your grade report from the University.
VII. TOPICAL OUTLINE

This part of the outline is approximate as to time. At some times we shall be ahead of schedule, at others we shall be behind. I shall make all reasonable efforts to cover the material in the outline.

August 26th  Session 1: Introduction to Course; Overview of Practice Models

FIRST ASSIGNMENT DUE: Join Class List

September 2nd  Labor Day Holiday

Ellis:  Ch. 1: Introduction  
       Ch. 2: Just What Is Rational Emotive Behavior Therapy?  
       Ch. 3: Probing for “Deep” Emotional Problems

Sands:  Ch. 1: Getting Oriented: Themes and Contexts  
        Ch. 2: Historical Context  
        Ch. 3: A Biopsychosocial Conceptual Framework  
        Ch. 4: The Biopsychosocial Assessment

Webb:   Ch. 4: The Biopsychosocial Assessment of the Child  
        Ch. 5: Contracting, Planning Interventions, and Tracking Progress

Tavris:  Ch. 1: Measuring Up: Why Women Are Not Inferior to Men


(Reserve)  Giles:  Ch. 1: Forty Years On: The Outcome Problem in Psychotherapy Revisited (Eysenck)

RECOMMENDED READINGS:

DSM-IV-TR  
- Cautionary Statement  
- Use of the Manual  
- DSM-IV-TR Classification  
- Multiaxial Assessment

Thyer:   Ch. 11: Should Personal Psychotherapy Be Required of Clinical Social Workers? (Wineburgh & Gallant)
September 9th  
**Session 2:**  
**The Strengths Perspective and Multicultural Practice**

**SECOND ASSIGNMENT DUE: Introduction**

**Paniagua:**  
Ch. 3: Guidelines for the Assessment and Treatment of African-American Clients  
Ch. 4: Guidelines for the Assessment and Treatment of Hispanic Clients  
Ch. 5: Guidelines for the Assessment and Treatment of Asian Clients  
Ch. 6: Guidelines for the Assessment and Treatment of American Indian Clients

**Sands:**  
Ch. 6: Postmodern Feminist Theory & Practice  
Ch. 7: Racial, Ethnic and Cultural Issues

**Tavris:**  
(Reserve)  
Ch. 2: Beautiful Souls and Different Voices: Why Women Are Not Superior to Men

**Pedersen & Ivey:**  
(Reserve)  
Ch. 2: The Cultural Grid and Cultural Systems  
Ch. 3: Four Synthetic Cultures

**Handouts:**  
(Reserve)  
(1) Cultural Bound Syndromes  
(2) Cross Linguistic Assessment and Treatment

**RECOMMENDED READINGS:**

**Berkman & Zinberg:**  
(Reserve)  

**Thyer:**  
(Reserve)  
Ch. 18: Should Medical Social Workers Take Clients “Folk Beliefs” into Account in Practice? (See & Klein)

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September 16th  
**Session 3:**  
**Ethics**

**Sands:**  
Ch. 5: Legal and Ethical Issues  
Ch. 7: Racial, Ethnic and Cultural Issues

**Rhodes:**  
(Reserve)  
Ch. 2: Unraveling Ethical Assumptions  
Ch. 6: Dealing with Bureaucracy

**Saleeby 2:**  
(Reserve)  
Ch. 3: Victors or Victims: Contrasting Views of Clients in Social Work Practice (Goldstein)

**Gambrill:**  
(Reserve)  

**RECOMMENDED READINGS:**

**Parr & Jones:**  
(Reserve)  

**Thyer:**  
(Reserve)  
Ch. 14: Should Social Workers Participate in Assisted Suicide?  
(Boyle & Canady)  
Ch. 16: Should Social Workers Participate in Social Service Eligibility Determinations That May Lead to the Identification of Illegal Immigrants? (Isaac & Nackerud)
September 23rd  Session 4:  Assessment (Problems and Problem Specification); Building Rapport; Interviewing; Goals and Objectives

REACTION PAPER DUE

Ellis:  Ch. 4: Discovering Important Antecedents That Lead to Disturbances
       Ch. 5: How to Deal with Real Traumas in Your Clients’ Lives
Brown & Brown:  Ch. 3: Processing the Referral and Structuring the Initial Interview
                 Ch. 4: Assessing the Problem for Treatment Planning
                 Ch. 5: Developing Treatment Recommendations
Handout:  Specifying Problems, Specifying Goals
(Take)
Tavris:  Ch. 5: Misdiagnosing the Mind: Why Women Are “Sick” But Men Have “Problems.”
Saleeby 2:  Ch. 11: Assessment of Client Strengths (Cowger)
(Take)

RECOMMENDED READINGS:

Saleeby 2:  Ch. 12: Reconsidering the Environment as a Helping Resource
(Take)
Thyer:  Ch. 16: Should Social Workers Rely on Genograms and Ecomaps?
(Take)

September 30th  Session 5:  Depression and Anxiety

Ellis:  Ch. 6: Exploring Clients Belief Systems: Ego-Driven Musts
       Ch. 7: Treating Clients with Ego and Self-Rating Problems “Deeply” and “Intensively”
Sands:  Ch. 8: Clinical Practice with Depressed Clients
       Ch. 9: Clinical Practice with Clients with Anxiety Disorders
Barlow:  Ch. 6: Depression (Young, Beck, & Weinberger)
       (Take)
Barlow:  Ch. 4: Generalized Anxiety Disorder (Brown, O’Leary & Barlow)
(Take)

RECOMMENDED READINGS:

DSM-IV-TR • Mood Disorders
          • Anxiety Disorders
Handout:  Myths about Suicide: Risk Factors
(Take)
Thyer:  Ch. 6: Should Social Workers Attempt to Apply Specific Interventions for Clients with Specific Problems? (Blythe & Jackson-White)
October 7th  
Session 6:  
**Depression and Anxiety (continued);**  
**Trauma Survivors**  
Ellis:  
Ch. 9: Disputing Low Frustration Tolerance Musts  
Ch. 10: Using REBT Emotive Methods for Deep and Intensive Change  
Follette, Ruzek, & Abueg:  
Ch. 5: Intrusion, Arousal, and Avoidance: Sexual Trauma Survivors (Meadows & Foa)  
Ch. 8: Dissociative Behavior (Wagner & Linehan)  
Ch. 14: Trauma in Children (O'Donohue, Fanetti, & Elliot)  
O'Donohue & Syzmanski:  
How to Win Friends and Not Influence Clients: Popular but Problematic Ideas that Impair Treatment Decisions, *The Behavior Therapist*, 17(2).  
**RECOMMENDED READINGS:**  
Follette, Ruzek, & Abueg:  
Ch. 2: Outcome Research on Behavioral and Cognitive-Behavioral Treatments for Trauma Survivors (Blake & Sonnenberg)  
Thyer:  
Ch. 10: Should Social Workers Rely on Repressed Memories of Childhood Incest “Recovered” during Therapy? (Prichard & Stocks)  

October 14th  
Session 7:  
**Severe Mental Illness; Substance Abuse**  
Sands:  
Ch. 10: Intervention with Persons with Severe Mental Illness: Theories, Concepts, and Philosophies  
Ch. 11: Community Care of Persons with Severe Mental Illness: Case Management and Community Resources  
Ch. 12: Intervening with Individuals Affected by Severe Mental Illness: Medication, Social Skills Training, and Family Education  
Ch. 13: Clinical Practice with Clients who Abuse Substances  
Barlow:  
(Reserve)  
Alcoholism (McCray)  
Sobell & Sobell:  
Ch. 1: Treatment Approaches to Alcohol Problems  
Ch. 2: The Recognition of Problem Drinkers  
Ch. 3: A Closer Look at Problem Drinkers  
Beck, Wright, Newman & Liese:  
Ch. 2: Cognitive Model of Addiction  
Ch. 3: Theory and Therapy of Addiction  
Ch. 4: The Therapeutic Relationship and Its Problems  
Ellis:  
Ch. 11: Behavioral Methods for Effecting Brief and Intensive Psychotherapy  
**RECOMMENDED READINGS:**  
DSM-IV-TR  
- Schizophrenia and Other Psychotic Disorders  
- Substance-Related Disorders  
Webb:  
Ch. 13: Children in Substance-Disordered Families  
Thyer:  
(Reserve)  
Ch. 7: Should Social Workers Support the Inpatient Treatment of Substance Abusers Who Do Not Need Detoxification? (Dozier & Patterson)
October 21st  

Session 8:  **CLASS PRESENTATIONS**  
Ellis:  Ch. 12: Methods of Brief but Less Deep and Intensive Therapy  
Ch. 13: More Methods of Brief but Less Deep and Intensive Therapy  
Ch. 14: Better, Deeper, and More Intensive Methods of Brief Therapy  

**RECOMMENDED READINGS:**  
Ellis:  Ch. 15: Verbatim Transcript of a First Session of REBT Brief Therapy  
Thyer:  Ch. 12: Should Clinical Social Workers Seek Psychotropic Medication Prescription Privileges? (Dziegielewski & Bentley)

October 28th  

Session 9:  **CLASS PRESENTATIONS**  
Webb:  Ch. 1: Children’s Problems and Needs  
Ch. 2: Necessary Background for Helping Children  
Ch. 3: Building Relationships with All Relevant Systems  

**RECOMMENDED READINGS:**  
Webb:  Ch. 10: Children in Out-of-Home Placements  
Ch. 11: Children in Nontraditional Families  
Ch. 12: Children in Families Affected by Illness and Death

November 4th  

Session 10:  **Methods for Working with Children, Adolescents, and Their Parents – Internalizing & Externalizing Problems**  
LeCroy:  Rational Emotive Therapy With Children (Linscott & DiGiuseppe)  
Barkley:  Ch. 12: Counseling and Training Parents (Anastopoulos & Barkley)  
Kazdin:  Ch. 4: Current Treatments  
Kassinove:  Ch. 10: Ideal Treatment Package for Children and Adolescents with Anger Disorders (Feindler)  

**RECOMMENDED READINGS:**  
DSM-IV-TR  •  Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence  
Webb:  Ch. 6: Working With the Family  
Ch. 7: One-to-One Work with the Child  
Ch. 8: Group Work with Children  
Ch. 9: School-Based Interventions  
Thyer:  Ch. 10: Should Social Workers Support the Inpatient Psychiatric Treatment of Nonpsychotic Adolescents? (Waller, Carson & Dangel)
November 11th  Session 11: Working with Adults: Non-Violence

Kassinove: Ch. 1: Anger Disorders: Basic Science and Practice Issues (Kassinove & Sukhdolsky)
(Reserve)

Kassinove: Ch. 7: Evaluation of Treatment Strategies for Adult Anger Disorders
(Reserve)

Kassinove: Ch. 9: Ideal Treatment Package for Adults with Anger Disorders
(Reserve)

Ellis: Ch. 8: Disputing Angry and Hostile Musts Aimed at Others

November 18th  Session 12: Working with Couples/Dyads

Barlow: Ch. 12: Couple Distress (Cordova & Jacobson)
(Reserve)

Dobson & Craig: Understanding and Treating Marital Distress From a Cognitive-Behavioral Orientation (Baucom, Epstein, Rankin & Burnett)
(Reserve)

Laird & Green: Are Lesbian Couples Fused and Gay Male Couples Disengaged?
Questioning Gender Straightjackets (Green, Bettinger & Zacks)
(Reserve)

Brown & Brown: Ch. 1: Dimensions of Marriage
Ch. 2: Models of Marital Therapy
Ch. 6: Developing Rules for Negotiating Conflict
Ch. 7: Enhancing Communication and Problem-Solving
Ch. 8: Building Trust and Intimacy

November 25th  Session 13: Working with Couples/Dyads

THERAPEUTIC PROCESS AND OUTCOME PAPER DUE

Brown & Brown: Ch. 9: Handling Unresolvable Problems
Ch. 10: Building Support for Marriage
Ch. 11: Evaluating for Termination and Follow-Up
Ch. 12: Case Studies of Special Populations

December 2nd  Session 14: Working with Couples/Dyads: Sexual Dysfunction

Hersen & Bellack: Psychosexual Dysfunction (McConaghy)
(Reserve)

December 12th  Final Quiz

7:45 – 9:45 AM
VII. ABOUT THE SYLLABUS

I have tried to make the expectations for instructor and student as clear as possible in this syllabus. If I do not hear otherwise from you, I will take it that you approve the terms of this contract. If you do not understand this syllabus, or if you do not approve of the expectations made in this syllabus, please see me at the beginning of the semester. It is much easier to negotiate differences at the beginning of things.

If it becomes necessary to modify this syllabus, I shall try to give you as much advance warning as possible.

Random Identification Number __________________________