

**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's history, its 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 for translating research findings into effective practice.

Social workers use practice experience and theory to inform scientific inquiry and research. Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and social workers use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5- Engage in policy practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 8 – Interventions with Individuals, Families, Groups, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Students will:

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

II. LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

1. Understand and demonstrate ethical comporment with clients of all clients;
2. Demonstrate engagement skills with all clients;
3. Demonstrate cultural inclusivity, assessment and treatment of all clients;
4. Demonstrate advocacy for clients of all backgrounds;
5. Demonstrate that their practice is informed by evidence-based research;
6. Understand the relationship between policy and direct practice on their clients' lives;
7. Demonstrate how theoretical frameworks informs direct practice;

8. Demonstrate the skill base of assessment phase of direct practice with clients;
9. Demonstrate skill base of intervention phase of direct practice with clients.

III. INSTRUCTIONAL METHODS

This course is taught with didactic lecture, class presentations, class discussion, audiovisual teaching tools and role-plays. Required readings are marked by an asterisk next to them. Required articles are available online from the electronic reserves of the Pollack library. The course password is provided at the beginning of each semester.

IV. COURSE EXPECTATIONS AND GRADING

A passing grade in Fieldwork is required to pass Clinical Practice with Individuals and Families II.

Assignment	Grade Percentage	Due Date
Assignment 1: Theory Integration	37%	7 th Session
Assignment 2: Final Paper	38%	13 th Session
Class Participation	25%	

A letter grade (A, A-, B+, B, B-, C+, C or F) will be given based on: Quality, scholarship and timeliness of papers & Quality of class participation.

Grading: A= 94-100; A- = 90-93; B+ = 87-89; B= 83-86; B-=80-82; C+ = 75-79; C=70-74 F<74

COURSE GRADING RUBRIC

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives 33 points	Attends class regularly and <i>sometimes</i> contributes to the discussion in the aforementioned ways. 30 points	Attends class regularly but <i>rarely</i> contributes to the discussion in the aforementioned ways. 27 points	Attends class regularly but <i>never</i> contributes to the discussion in the aforementioned ways. 23 points
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. 33 points	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. 30 points	Late to class semi-frequently; misses deadlines. 27 points	Late to class frequently misses deadlines 23 points
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. 33 points	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment 30 points	Recurring comportment issues behaves in ways that are not always respectful of peers, and the learning environment 27 points	Consistent comportment concerns; is often disrespectful to peers and the learning environment 23 points

Texts and Readings for the Course

Required Text

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 assessment of the client's situation and your specific treatment plans and interventions with the 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) Client's conscious and unconscious issues
 - C) Client and worker's current and transference relationship
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

include relevant social work knowledge from HBSE, Policy, Cultural Diversity, Values/Ethics, Research and Practice courses. Incorporate illustrations from your Field Education experience. In this way, each student will be able to demonstrate their critical reflection and integration of MSW core competencies around a particular social issue.

Students have discretion over their choice of topic. Examples can be wide-ranging*:

- Mental health issues in a client, group or particular community
- Trauma in an individual, group or community
- Policy and program evaluation in an area of social work; substance abuse, gerontology, LGBT
- Systemic racism impacting a client, group or larger cohort

*Your selected topic should be approved by your practice professor to ensure appropriateness. Additionally, your professor may ask for an outline and preliminary draft prior to the Capstone due date. This will serve as the final Specialized/Advanced Practice paper.

Outline for the Capstone Paper

I. Title page

A. Please follow APA style when constructing the title page (i.e., title, your name and affiliation, running head and page number).

II. Abstract

A. Present a succinct summary (150 words or less) of your Capstone paper

III. Introduction

A. Identify and introduce your topic

1. Identify the way in which you will organize and explicate this topic in your paper

IV. Literature Review

A. The literature review for your study should include a minimum of 8 primary sources that are related to your chosen topic. The majority of these sources should come from peer-reviewed journals;

1. Identify and provide the historical and current context of your chosen topic

2. Who has studied this topic and from how many different points of view?

Policy issues

Values and Ethics issues

Cultural Diversity issues

HBSE framework

Practice frameworks/interventions

V. Integration of Field Education Learning

A. Case example analysis (client, group, cohort)

B. How did these different areas of your MSW education inform your understanding of this case and topic?

VI. Discussion

1. How has this paper deepened your understanding of this topic?

2. Looking back on your MSW education, what shifts do you detect in yourself, and your approach as a professional MSW?

VII. Conclusion

1. Summarize key findings and conceptual takeaways.

References

The Capstone is a scholarly paper written in the American Psychological Association (APA) style. An exceptional paper will show an integrated and complete understanding of the topic selected by the student. And how key areas of the MSW curriculum deepen one's understanding of this chosen topic. The best papers are well structured and carefully focused. This final capstone paper should contain correct spelling and grammar; have a clear beginning, middle, and end and each new topic should have a subheading. Any statements of facts or material used for this paper must be APA referenced (7th).

GRADING RUBRIC FOR PAPERS

	Advanced Competence (A= 94-100; A- = 90-93)	High Competence (B+ = 87-89; B= 83-86)	Fair Competence (B-=80-82; C+ = 75-79)	Pre- Competence (C=70-74 F<74)
Intro & conclusion	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro clearly identifies the central theme and provides a good organizational structure. The conclusion synthesizes key points.	The intro identifies the central theme though not sufficiently and does not guide the reader into the paper. The conclusion restates the same points as the intro paragraph without reframing.	The intro does not have a discernable theme and does not guide the reader into the body of the paper. The conclusion is missing, or restates the intro paragraph verbatim.
Content & depth of analysis	Paper goes beyond the assignment exploring the topic with depth. Paper shows a strong grasp of social work principles; with clear integration of theory and practice.	Paper fully meets the parameters of the assignment but does not exceed them. Paper demonstrates a good integration of theory and practice but with some awkwardness.	Paper does not address some aspects of the assignment; and/or demonstrates a somewhat shaky grasp of social work principles.	Paper does not address the assignment, and demonstrates a very basic understanding of social work principles.
Integration of class discussions and course readings	Paper evidences course readings & discussions. Demonstrating a firm understanding of course content and readings.	Paper shows some evidence of course readings and discussions.	Paper shows some evidence of course readings and discussions though not clearly; with minor inaccuracies.	Paper misrepresents class discussions and readings
Literature	Literature supporting central points is detailed and well-chosen. The discussion and literature are integrated with some opposing views considered.	Literature supporting central points is well chosen, but somewhat weak. The discussion and literature articulate opposing viewpoints.	There are minimal citations and the literature chosen is not particularly relevant. There is little connection between the discussion and the literature.	There are few citations and the literature chosen is not relevant to the discussion
Organization & Clarity	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous. Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.
Mechanics	Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.	Minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.	Paper is unacceptably sloppy. And quotes are frequently not attributed or improperly cited.

VI. EVALUATION

Students are provided opportunity to evaluate doctoral courses. An evaluation form pertaining to the course and instructor will be conducted on-line. There will also be oral discussion of

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 student's responsibility to 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. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your **Off Campus Access Service login** and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

IX. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will impose sanctions to acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when

a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism_checker www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

X. HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

XI. FERPA & OTHER UNIVERSITY POLICIES

Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found **here**.

Drug-Free University Policy can be found **here**.

Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found **here**.

The University's Computer Guidelines can be found **here**.

XII. COURSE SCHEDULE

MODULE I (Sessions 1-2) Psychosocial Approach

Classroom Focus: An overview of the theoretical underpinnings of psychosocial approach with a focus on the Woods-Hollis paradigm of six interventive techniques from a person-in-environment framework.

Readings:

Allen, JG. (2008). Psychotherapy: The Artful Use of Science. *Smith College Studies in Social Work*, 78, 2/3, 159-181.

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). Psychotherapy: The Artful Use of Science. *Smith College Studies in Social Work*, 78, 2/3, 159-181.

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

Berzoff, J. Flanagan, L., & Hertz, P. (2016). *Inside Out and Outside In: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*. Rowman & Littlefield Pub., Inc. New York. CHAP.2, 3,4

Edward, J. (2009). When Social Work and Psychoanalysis Meet. *Clinical Social Work Journal* 3, 1, 14-22.

Goldstein, E. (1997). *Ego Psychology and Social Work Practice*. Ch. 1, 2

Goldstein, E. (2009). The Relationship between Social Work and Psychoanalysis: The Future Impact of Social Workers. *Clinical Social Work Journal*, 37, 1, 7-13.

MODULE 3 (Sessions 6-7) Object Relations and Attachment Theories

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 Object Relations and Attachment theories.

Readings:

Berzoff CHAP. 6 Object Relations Theory/Therapy

Berzoff CHAP. 8 Attachment Theory/Therapy

Blanck, G., & Blanck, R. (1992). Their Contributions to the Theory and Practice of Clinical Social Work and to the Body of Psychoanalytic Knowledge. *Clinical Social Work Journal*, 37. 1, 32-44.

Borden, W. (2000). The Relational Paradigm in Contemporary Psychoanalysis: Toward a Psychodynamically Informed Social Work Perspective. *Social Service Review*, 74(3), 352-379. doi:10.1086/516409

- 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., 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.
- Friedman., 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.
- Redondo-Sama, G., Matulic V., Aunté-Pascual, V., & ., (2020). Social Work during the COVID-19 Crisis: Responding to Urgent Social Needs, Sustainability, 12, 20. 895-905.
- 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.
- Tosone, C., Nuttman-Schwartz, O., & Stephens, T. (2012). Shared Trauma: When the Professional is Personal. *Clinical Social Work Journal* 40, 2, 231-239.
- Wagner, A.C., Monson, C. M., & Hart, T.L. (2016). Understanding Social Factors in the Context of Trauma: Implications for Measurement and Intervention, *Journal of Aggression, Maltreatment & Trauma*, 25, 8, 831-853.

Module 6- (Sessions 12-13) Clinical interventions in the Termination Phase

Classroom Focus: To sensitize the students to the issues surrounding the termination process and the necessary work of ending the social work relationship; separation and termination and its impact on clients' transference and underlying issues; workers' countertransference and challenges in initiating termination with clients and assessing progress and need; preparing for referrals.

Readings:

- Baum, N. (2006). Therapists' responses to treatment termination: An inquiry into the variables that contribute to therapists' experiences. *Clinical Social Work Journal*, 35, 97-106.
- Bembry, J.X. & Ericson, C. (1999). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal*, 16,3, 177-189.
- Fortune, A. (1987). Grief only? Client and social worker reactions to termination. *Clinical Social Work Journal*, 15, 159-171.
- Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C. & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. *Psychotherapy Research*, 21,2, 154-167.

Siebold, C. (2007). Every time we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal*, 35, 91-95.

Zilberstein, K. (2008). Au Revoir: An Attachment and Loss Perspective on Termination. *Clinical Social Work Journal*, 36, 301-311.

MODULE 7 (Session 14) Practitioner Evaluation

Classroom Focus: This module provides an overview of practitioner evaluation and ways of measuring practitioner efficacy.

DePanfilis, D. (2014). Back to the Future: Using Social Work Research to Improve Social Work Practice. *Journal of the Society for Social Work and Research*, 5(1), 1-21.

Harvey, J. Oliver, M. & Smith, J. (2002). Towards effective practitioner evaluation: An exploration of issues relating to skills, motivation and evidence. *Journal of Educational Technology & Society*, 5(3), 3-10.

Penka, C., & Kirk, S. (1991). Practitioner Involvement in Clinical Evaluation. *Social Work*, 36(6), 513-518.

Shaw, I. (2005). Practitioner Research: Evidence or Critique? *The British Journal of Social Work*, 35(8), 1231-1248.

Shaw, I., & Shaw, A. (1997). Keeping Social Work Honest: Evaluating as Profession and Practice. *The British Journal of Social Work*, 27(6), 847-869.

BIBLIOGRAPHY

- Allen-Meaures, P., & Lane, B. A. (1990). Social work practice: Integrating qualitative and quantitative data collection techniques. *Social Work, 35*(5), 452-458.
- Altshuler, Sandra (1999). Children in kinship foster care speak out: We think we're doing fine. *Child and Adolescent Social Work Journal, 16*, (3) pp. 215-220.
- Barth, R. (1986). Social and cognitive treatment of children and adolescents. San Francisco, CA: Jossey Bass.
- Bernier, A. & Dozier, M. (2002). The client-counselor match and the corrective emotional experience: Evidence from interpersonal and attachment research. *Psychotherapy: Theory, Research, Practice, Training, 39*,1, 32-43.
- Bloom, M., Fischer, J., & Orme, J. (1995). Evaluating practice: Guidelines for the accountable professional. Boston: Allyn & Bacon.
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