

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 521 Clinical Social Work Practice with Individuals
Fall Semester 2002**

Instructor: Dr. Roger M. Nooe
Office: 222 Henson Hall
Phone: 865/974-3175
Email: rnooe@utk.edu

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu)

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics, 2001).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

Course Description

Clinical Social Work Practice with Individuals is one of the core required methods courses in the Clinical Concentration. Building upon the Foundation courses in social work practice and human behavior, this course examines theory, knowledge, and skills for clinical practice with individuals. The therapeutic process and intervention strategies are examined, incorporating content from psycho-dynamic and cognitive models. These content areas are compared and contrasted in terms of theoretical assumptions, intervention methods and techniques, and empirical evidence regarding practice outcomes. A feminist perspective that stresses client empowerment is examined as a means of critiquing theoretical models. Attention is given to translating and utilizing practice models in ways consistent with the ecological and strengths perspectives and their use with clients from vulnerable and high-risk populations. Emphasis is given to the therapeutic process, the use of relationships, and clinical strategies for change. While the focus of the course is on intervention with individuals, clients are seen as influenced by their family and social contexts. The overall goal of the course is to produce social work clinicians that are flexible and able to assess the utility of interventions consistent with social work values and ethics.

Rationale

Clinical social workers face complex human situations presented by clients from diverse backgrounds. Social workers must be prepared to make differential assessments and choose intervention strategies that will prove effective with specific client problems and are appropriate to clinical social work practice in the current context of restrictions on resources and duration of services.. Faced with a plethora of treatment theories, clinicians must have sufficient knowledge to make these critical choices. Guided by an ecological and strengths perspective, social workers must be skilled in strategies that will improve clients' coping behaviors and environmental competence. Psycho-dynamic and cognitive models are examined because they are widely utilized by practitioners, are evident in ample literature and are adaptable to an

ecological perspective. This course is designed to provide students with advanced knowledge and skills necessary for clinical practice with individuals.

Course Objectives

By the completion of the course, student is expected to be able to (through course activities, assignments and/or exams):

1. Describe the scope, nature, and focus of clinical social work with individuals, including issues in establishing effectiveness of intervention.
2. Describe the nature of clinical practice incorporating the ecological and feminist perspectives.
3. Describe and analyze different clinical models (e.g. psychodynamic and cognitive) and their utilization in various practice settings and situations.
4. Describe the therapeutic relationship as the medium of intervening and the use of self within this context.
5. Describe and analyze the therapeutic process, including the underlying assumptions about change, knowledge and skills necessary for clinical assessment of individuals and development of intervention plans.
6. Design appropriate clinical strategies and procedures to utilize with individuals, including rationale for decisions, recognition of clients' strengths, and the context of short-term interventions/services.
7. Discuss various client issues or problems and the selection of appropriate intervention strategies, including consideration of the effects of race, gender, ethnicity, sexual orientation, age, and socio-economic class.
8. Explicate an understanding of ethical issues encountered in clinical social work with individuals and the ability to thoughtfully analyze ethical dilemmas that may arise.
9. Discuss the evaluation of outcomes and the implications of research on clinical practice for improving practice.

Course Outline

- I. Introduction
 - A. Overview
 - B. The Nature of Clinical Practice
 1. Ecological orientation
 2. Feminist orientation
 3. Empirical and Heuristic issues
 4. Ethical Issues
- II. Theoretical Models
 - A. Psychosocial
 - B. Cognitive
 - C. Integrative perspectives
- III. The Relationship in Treatment
 - A. Professional use of self
 - B. Understanding process
 - C. Diversity and Cultural Competence
- IV. Making Decisions: The Therapeutic Process
 - A. Initial Phase
 1. Assessment
 2. Goal setting and treatment planning

- B. Ongoing Phase
 - 1. Interventions: principles and techniques
 - 2. Factors of race, gender, ethnicity
 - 3. Other considerations: biological treatment
- C. Ending phase
 - 1. Evaluation
 - 2. Termination
- V. Brief Therapies
- VI. Clinical Practice
 - A. Depression
 - B. Anxiety
 - C. Treatment of Borderline and other Personality Disorders
 - D. Treatment of Persistently and Chronically Mentally Ill: Therapeutic Case Management
- VII. Evaluation
- VIII. Prevention and Review
- IX. Final Examination: TBA

Course Requirements

Readings

Basic texts have been selected and readings are listed in the bibliography. In addition to assigned articles, students are encouraged to read from the recommended selections and independently from the professional journals.

Participation

Students are expected to participate in class discussions. Class exercises will use cases to identify treatment implications and address ethical dilemmas encountered in clinical practice.

Assignments and Evaluation

The course grade will be based on two papers and a final examination. The first paper will examine a clinical practice model. The final paper will focus on developing an assessment and treatment plan using a case from field. The guidelines and dates for the papers are outlined in a separate handout. The final examination will be comprehensive.

The course grade will be computed as follows:

Mid-term paper	40%
Final paper	30%
Examination	30%

The grading scale is:

A	90–100	C	70–75
B+	86–89	D	60–69
B	80–85	F	60 or below
C+	76–79		

Texts

Required

- Beck, Judith S. (1995). Cognitive Therapy: Basics and Beyond. New York: Guilford Press.
Woods, Mary E. and Hollis, Florence (2000). Casework: A Psychosocial Therapy. 5th edition. New York: McGraw-Hill.

Supplemental

- Germain, Carel B. and Gitterman, Alex (1996). The Life Model of Social Work Practice. New York: Columbia University Press.
Goldstein, Eda G. (1995). Ego Psychology and Social Work Practice. New York: The Free Press.

August 22, 2002 - Thursday section

August 27, 2002- Tuesday section

I. Introduction

A. Overview

August 29, 2002 - Thursday section

September 3, 2002 - Tuesday section

B. The Nature of Clinical Practice

- Atkinson, L. (Yes) and Kunkel, O.D. (No) (1992). "Should Social Workers participate in treatment only if the client consents to such treatment freely and without coercion?" in E. Gambill and R. Pruger (eds.) Controversial Issues in Social Work. Boston; Allyn & Bacon, 157-172.
Gelman, Sheldon R., Pollack, David and Weiner, Adele (1999). "Confidentiality of social work records in the computer age" Social Work. 44(3) 243-252.
Germain and Gitterman. "The nature of clinical practice." The Life Model of Social Work Practice, 1-59.
Gibelman, Margaret (1999). "The search for identity: Defining social work-past, present, future" Social Work. 44(4) 298-310.
Goldstein. Ego Psychology and Social Work Practice, 3-52.
Hooks, B. (1984). Black women: Shaping feminist theory. Feminist theory form margin to center. Boston; South End Press.
Mallon, G.P. (1999). Knowledge for practice with transgendered persons. In G.P. Mallon (Ed.), Social services with transgendered youth (pp. 1-18). New York: Harrington Park Press.
Nes, J. and Iadicola, P. (1989). Toward a definition of feminist Social Work: A comparison of liberal, radical, and socialist models. Social Work, Jan., 12-21
Saleebey, Dennis (1996). "The strengths perspective in social work practice: Extensions and cautions." Social Work 41(3), 296-305.
Woods and Hollis. Casework: A Psychosocial Therapy, pp 3-34.

September 5, 2002 - Thursday section

September 10, 2002 - Tuesday section

II. Theoretical Models

A. Psychosocial

- Goldstein. Ego Psychology and Social Work Practice, 53-142.
Woods and Hollis. Casework: A Psychosocial Therapy, 3-112

September 12, 2002- Thursday section

September 17, 2002 - Tuesday section

B. Cognitive

Beck, Judith (1995). Cognitive Therapy, 1-12.

Freeman, Arthur; Pretzer, James; Fleming, Barbara; and Simon, Karen (1990). Clinical Applications of Cognitive Therapy. New York: Plenum Press, 3-26.

September 19, 2002- Thursday section

September 24, 2002 - Tuesday section

III. The Relationship in Treatment

Allen-Mears, Paula and Burman, Sandra (1999). Cross-cultural therapeutic relationships: entering the world of African Americans. Journal of Social Work Practice, 13 (1) 49-57

Caple, F.S., Sacido, R.M. & Di Cecco, J. (1995). Engaging effectively with culturally diverse families and children. Social Work in Education, 17, 159-170.

Coady, Nick F. (1993). "The worker-client relationship revisited." Families in Society: The Journal of Contemporary Human Services 74, 291-300.

Goldstein, Ego Psychology and Social Work Practice, 200-229

Hess, P.M. & Hess, H.J. (1998). Values and ethics in social work practice with lesbian and gay persons. In G.P. Mallon (Ed.), Foundations of Social Work Practice with Lesbian and Gay Persons. New York: Harrington Park Press. pp 31-46.

Proctor, Enola K. And Davis, Larry E. (1994). "The challenge of racial difference: Skills for clinical practice." Social Work 39, 14-323.

Robinson, Jeanne B. (1989). "Clinical treatment of black families: Issues and strategies." Social Work 34, 323-329.

Swann, S. and Herbert, S.E. (1999). Ethical issues in the mental health treatment of gender dysphoric adolescents. In G.P. Mallon (Ed.), Social services with transgendered youth (pp.19-34). New York: Harrington Park Press.

Woods and Hollis. Casework: A Psychosocial Therapy, 201-229.

September 26, 2002 - Thursday section

October 1, 2002 - Tuesday section

IV. Making Decisions: Therapeutic Process

Goldstein, Ego Psychology and Social Work Practice, pp. 166-199.

Edwards, Jana K. and Bess, Jennifer M. (1998). Developing effectiveness in the therapeutic use of self. Clinical Social Work Journal. 26 (1) 89-105.

Paulino, A. & Burgos-Servedio, J. (1997). Working with immigrant families in transition. In E.P. Congress (Ed.), Multicultural Perspectives in Working with Families. New York: Springer. pp. 125-141.

Smith, A. (1997). Cultural diversity and the coming-out process: Implications for clinical Practice. In Beverly Green (Ed). Ethnic and Cultural Diversity Among Lesbians and Gay Men. 279-300. Thousand Oaks, CA: Sage.

Truant, G.S., and Lohrenz, J.G. (1993). "Basic principals of psychotherapy. I. Introduction, basic goals and the therapeutic relationship; II. The patient model, interventions and countertransference." American Journal of Psychotherapy. 47, 8-32.

Woods and Hollis. Casework: A Psychosocial Therapy. 267-292.

October 3, 2002 - Thursday section

October 8, 2002 - Tuesday section

A. Initial Phase

1. Assessment

- Ambert, A.M. (1998). Systemic Causes of Poverty. The Web of Poverty: Psychosocial Perspectives. Haworth, 23-40.
- Beck, Cognitive Therapy, 13-24.
- Brown, Laura S. (1995). "Lesbian identities: Concepts and issues" in Anthony R. D'Augelli and Charlotte J. Patterson (Eds). Lesbian, Gay, and Bisexual Identities over the Life Span. New York: Oxford U. Press. 2-23.
- Congress, E.P. (1997). Using the culturagram to assess and empower culturally diverse families" in E.P. Congress (Ed.) Multicultural Perspectives in Working with Families: New York: Springer, 3-16.
- DeJong, Peter and Miller, Scott D. (1995). "How to interview for client strengths." Social Work 40(6), 729-736.
- Goldstein, Ego, Psychology and Social Work Practice, pp. 143-164.
- Gonsiorek, John C. (1995). "Gay Male Identities: Concepts and issues, in Anthony R. D'Augelli and Charlotte J. Patterson (Eds). Lesbian, Gay, and Bisexual Identities over the Life Span. New York: Oxford U. Press. 24-47.
- Leedy, M.G. (1997). Effects of Client Gender and Diagnostic Label on Clinical Social Workers' Assessments. Arête, 21(2). 1-12.
- Lindhurst, T. (1997) Lesbians and Gay Men in the Country: Practice Implications for Rural Social Workers. In J.D. Smith & R.J. Mancoske (Eds.), Rural gays and lesbians: Building on the strengths of communities (pp. 1-11). Binghamton, NY: Harrington Park Press.
- Perry, Samuel; Cooper, Arnold M.; and Michaels, Robert (1987). "The psychodynamic formulation: Its purpose, structure, and clinical Application." American Journal of Psychiatry 144, 543-550.
- Perkins, K. & Tice, C. (1995). A Strengths Perspective in Practice: Older People and Mental Health Challenge. Journal of Gerontological Social Work. 23 (3/4) 83-97.
- Welfel, E.R. (1998). "The Ethics of Assessment: Using Fair Procedures in Responsible Ways." in Ethics in Counseling and Psychotherapy, Pacific Grove: Brooks/Cole, 215-243.
- Woods and Hollis. Casework: A Psychosocial Therapy, 230-270.

October 10, 2002

Fall Break

October 15, 2002 - Thursday section

October 17, 2002 - Tuesday section

2. Goal setting and treatment planning

- Beck, J. Cognitive Therapy, 284-299.
- Hepworth, Dean H., and Larsen, JoAnn (1993). Direct Social Work Practice. "Planning and implementing change oriented strategies." Belmont; Wadsworth.
- Maxmen, Jerrold S. And Ward, Nicholas G., (1995). Essential Psychopathology and Its Treatment. New York: W.W. Norton & Co., 80-106.
- Woods and Hollis. Casework: A Psychosocial Therapy, 325-344.

October 22, 2002

Symposium for the Advancement of Family Therapy

October 24, 2002 - Thursday section

October 29, 2002 - Tuesday section

Treatment Procedures

- Goldstein, Ego Psychology and Social Work Practice, 230-288.
- Hancock, Kristin A. (1995). "Psychotherapy with lesbians and gay men." in Anthony R. D'Augelli and Charlotte J. Patterson (Eds). Lesbian, Gay, and Bisexual Identities over the Life Span. New York: Oxford U. Press. 398-432.
- Hill, R.B. (1998). Enhancing the resilience of African American families. *Journal of Human Behavior in the Social Environment*, 1, 49-61.
- Hartman, Ann and Laird, Joan (1998). Moral and ethical issues in working with lesbians and gay men. F in S: The journal of Contemporary Human Services. 79 (3) 263-276.
- Wright, Otha L. Jr. and Anderson, Joseph P. (1998). Clinical social work practice with urban African American families. Families in Society: The Journal of Contemporary Human Services. 79 (2) 197-205.
- Woods and Hollis. Casework: A Psychosocial Therapy, 113-228 and 345-366.

October 31, 2002 - Thursday section

November 5, 2002 - Tuesday section

Termination

- Anthony, Susan and Pagano, Gregory (1998). The therapeutic potential for growth during the termination process. Clinical Social Work Journal. 26 (3) 281-296.
- Beck, J. Cognitive Therapy, pp. 300-314.
- Woods and Hollis. Casework: A Psychosocial Therapy, 543-556.

November 7, 2002 - Thursday section

November 12, 2002 - Tuesday section

V. Psychopharmacology

- Bentley, K.J. and Walsh, J.F. (2001). "Basic Principles: Neurotransmission, Pharmacokinetics, and Pharmacodynamics" in The Social Worker and Psychotropic Medication. Belmont, C.A.: Brooks/Cole, 43-70.

VI. Clinical Practice: Brief Therapies

A. Depression

- Beck, Cognitive Therapy, 25-192.
- Cornes, Cleon. "Interpersonal psychotherapy of depression (IPT)." Richard A. Wells and Vincent J. Giannetti (Eds) Handbook of the Brief Psychotherapies. New York: Plenum Press, 261-276.
- Freeman, et. al. Clinical Applications of Cognitive Therapy, 81-100.
- Wells, R. (1994) Short-term treatment: overview and evidence in. R. Wells (ed) Planned Short-term Therapy NY: Free Press. 1-20.
- Woods and Hollis. Casework: A Psychosocial Therapy, 513-542.

B. Anxiety

- Beck, Cognitive Therapy, pp.193-281.
- Freeman et. al. Clinical Applications of Cognitive Therapy, 119-154.

November 14, 2002 - Thursday section

November 19, 2002 - Tuesday section

C. Treatment of Borderline and Other Personality Disorders.

- Goldstein, Ego, Psychology and Social Work, pp.289-320.

Freeman, et al. Clinical Applications of Cognitive Therapy, 181-202.

D. Treatment of Persistently and Chronically Mentally Ill.

Harris, Maxine and Bergman, Helen (1987). "Case management with the chronically mentally ill: A clinical perspective." American Journal of Orthopsychiatry 57(2), 296-302.

Intagliata, James (1982). "Improving the quality of community care for the chronically mentally disabled: The role of case management." Schizophrenia Bulletin 8, 655-674.

November 21, 2002- Thursday section

November 26, 2002- Tuesday section

VII. Evaluation and Managed Care

Bloom, Martin, Fischer, Joel and Orme, John G. (1999). Evaluating Practice Chapter 1, "Integrating evaluation and practice: Introduction to single systems designs." Boston: Allyn and Bacon 3-34

Blythe, Betty J. and Tripodi, Toney (1989). Measurement in Direct Social Work Practice Chapter 2 "Measurement" Newbury Park: Sage 27-52.

Cash, Kimberly. (1996) "Clinical practice evaluation" in Rachele A. Dorfman. Clinical Social Work Practice. New York: Brunner/Mazel.133-143.

Greenley, James R.; Greenberg, Jan S. And Brown, Roger (1997). "Measuring quality of life: A new and practical survey instrument." Social Work 42, 244-254.

VIII. Prevention and Review

November 28, 2002

Thanksgiving

IX. FINAL EXAMINATION

December 3, 2002 - Tuesday section

December 5, 2002 - Thursday section

SW 521: Bibliography

Cipriano, L.A. (1991). Psychoanalytic perspectives on substance abuse: implications for treatment, program planning and social policy. Social Work in Health Care. 15(3): 9-46.

- DeShazer, Steve; Berg, Insoo Kim; Lipehik, Eve, Nunnally, Elam; Molnar, Ales, Gingerich, Wallace; and Weiner-Davis, Michele (1986). "Brief therapy: Focused solution development." Family Process 25(2), 207-221.
- Dorfman, Rachelle A. (1996). Clinical Social Work: Definition, Practice and Vision. New York: Brunner/Mazel. 1-40, 90-102
- Gilbar, O. (1991). Model for crisis intervention through group therapy for women with breast cancer. Clinical Social Work Journal. 19(3): 293-304.
- Kadushin, Goldie (1998). Adaptations of the traditional interview to the brief-treatment context. Families in Society: The Journal of Contemporary Human Services. 79 (4) 346-357.
- Lorber, J. (1994). Paradoxes of gender. New Haven: Yale University Press.
- Kaplan, Harold J.; Sadock, Benjamin J. And Grebb, Jack (1994). Synopsis of Psychiatry. Baltimore: Williams and Wilkins, 328-335.
- Lundy, M. (1993). Explicitness: the unspoken mandate in feminist social work. Affilia, 8, 184-199.
- Markowitz, Laura M. (1992). "Crossing the line." Family Therapy Networker 16, 24-31.
- McCarthy, B.W. (1998). Treatment of incest families: A cognitive-behavioral model. Journal of Sex Education & Therapy, 16(2), 101-114.
- Michelson, L., Marchione, K., Greenwald, M., Glanz, L., Testa, S., Marchione, N. (1990). Panic disorder: Cognitive-behavioral treatment. Behaviour Research and Therapy. 28(2): 141-52.
- Newhill, C.E. (1993). Short-term treatment of a severely suicidal Japanese American client with schizoaffective disorder. Families in Society, 74(8): 503-507.
- Peveler, R.C. & Fiarburn, C.G. (1989). Anorexia nervosa in association with diabetes mellitus—a cognitive-behavioral approach to treatment. Behaviour Research and Therapy. 27(1), 95-99.
- Reid, William. (1994). "The empirical practice movement." Social Service Review 68, 65-184.
- Reinecke, M., Dattilio, F., & Freeman, A (1996). Cognitive therapy with children and adolescents. New York: Guilford Press.
- Scharlach, A.E. (1985). Social group work with institutionalized elders: A task-centered approach. Social Work with Groups. 8(3): 33-47.
- Worrell, Judith, and Remer, Pam (1992). Feminist Perspectives in Therapy: An Empowerment Model for Women. "Gender and sex-role issues in counseling." New York: John Wiley & Sons, 3-25

2002 Fall Term

Mid-Semester Assignment

In this paper you are to utilize a case from field or other practice experience to develop an assessment and treatment plan from a psychosocial perspective. Briefly describe the case, and then present (1) a diagnostic statement which clearly demonstrates understanding of the person, situation, and interaction; (2) a statement of goals and treatment plan; (3) the support for your intervention as reflected in the literature; and (4) identification of encountered or potential ethical dilemmas and how you addressed them. The diagnostic statement results from careful consideration of the information gathered; it should be approximately one-half typed page.

In using case material, permission should be obtained from your field instructor. Also be sure to maintain confidentiality by disguising information that would identify the client and agency.

Papers must be typed.

Length: 3-5 pages

**Due Date: Tuesday Section: November 19, 2002
Thursday Section: November 14, 2002**

Late papers will be penalized.

Describe the approach which you espouse for social work clinical practice with individuals. In thinking about your approach, think about an ecological orientation and recognize that a social work clinical model is more comprehensive than a psychological modality. The discussion should emphasize your understanding of the therapeutic process of how change occurs and include such aspects as: (1) the nature of theories used, including focus and assumptions; (2) basic concepts; (3) knowledge about human behavior used (personality, environment, and the interaction; also identify biological knowledge that is critical); (4) the nature and use of relationship; (5) treatment activities, techniques, and mechanisms; (6) use with diverse and at risk populations; (7) evaluation component; (8) potential ethical dilemmas in application; and (9) research support.

Your discussion may subscribe largely to an existing model; however, you should include your own interpretation and discussion. Students are encouraged to integrate concepts from perspectives that enhance their approach.

This paper will require much thinking, as well as research. You are strongly encouraged to use the assignment as an opportunity to describe the structure you use in working with individuals. While it may be helpful to discuss ideas with your colleagues, the paper should clearly reflect your preferences about practice theory and framework.

Several guidelines:

- C. References should reflect review of current professional journals.
- D. Students are reminded that the paper should be solely their work. Use of work by other students represents academic dishonesty.
- E. In writing the paper, please use a style manual (e.g., APA). The paper will require a considerable amount of research, and sources should be clearly identified.
- F. Papers must be typed.
- G. Take care to organize your discussion so that major points are clear. The discussion should reflect an effort at integration of material with components logically related to one another.
- H. Limit your paper to 12 pages.
- I. Papers are due: **Tuesday Section October 8, 2002**
 Thursday Section October 3, 2002

LATE PAPERS WILL BE LOWERED ONE LETTER GRADE.