Professor: Catherine Bronza, MSW.          Fall 2004
Office:                Class Day: Saturday
Phone:                 Class Hours: 100 – 3:50
Office Hours:             Class Location: HPA1 246
Email:  cbronza@netscape.net

Course Description: Behavioral, crisis, and psychosocial theories applied to persons with emotional, social, and psychological problems.

Learning Objectives: By the end of the term, students should be able to:
1. Understand the concept of community based clinical practice
2. Understand and apply the strengths perspective to clinical work with individuals
3. Further develop and apply critical thinking skills in identifying and examining effective practice models in the literature.
4. Identify the relationship between macro practice and micro (clinical) practice.
5. Describe clinical social work practice and its core elements.
6. Identify effective clinical interventions for at risk populations and diagnostic groups.
7. Identify the roles of the clinical social worker in working with diverse populations in a variety of agency settings.
8. Demonstrate skills in understanding and applying social work values, ethics, professionalism, and commitment to social justice and diversity issues in clinical practice.
9. Demonstrate skills in integrating knowledge of the impact of diversity (ethnic, racial, class, religious, gender, age, sexual orientation and lifestyle) with psychological, physical, environmental, social and economic stress.
10. Identify, understand and apply empirically based research on clinical interventions and strategies
11. Demonstrate advanced skills in assessment and treatment planning with individuals.
12. Apply therapeutic tools such as timelines, therapeutic contracts, and journals in clinical practice.
13. Demonstrate skills in the use of interventions from the Crisis Intervention, Socio-behavioral and Psychodynamic frameworks to reduce social stress, enhance social functioning and empowerment skills with individual clients.
14. Evaluate the accomplishment of goals in clinical work using evaluation methods learned in the core curriculum.
15. Identify issues related to use of self in clinical work with individuals.
16. Identify how social and economic justice issues impact on the individual.

Teaching Methods: The instructor will employ a learner-centered paradigm of teaching. Accordingly, students should come to class prepared to be actively involved in the learning process. The professor will provide information, case illustrations, group activities, and a-v materials to assist students to develop clinical skills and higher levels of critical thinking. Class culture will be cooperative, collaborative and supportive. The goal is to create a learning community in which we can all learn together.
Expectations:
1. As this is a practice class, it is expected that students will come to class having read the assignments for the week and being prepared to discuss them. As skill development is a goal of the class, it is expected that students will be in class to "practice" their clinical skill development.
2. All papers are due on the scheduled date unless the student has extenuating circumstances that prevent the student from meeting the deadline. In those cases the student must speak directly with the instructor and must make prior arrangements. Approval for late work must be obtained directly from the instructor. Typically, one letter grade will be subtracted for each week that an assignment is late.

Assessment of Learning:
1) Group Presentation: This assignment is designed to help students identify and integrate current empirically based research on a specific theory or theoretically based model. Students are to select one practice/treatment model and review the literature on that model. Presentations should focus on (1) the philosophy and key concepts theory; 2) the key scholars involved in the development of the theory; 3) the effectiveness of the theory in predicting and explaining emotional/behavioral problems (4) populations/areas that the theory has been proven most effective with and (5) limitations of the theory. Students must also locate or develop a case situation for role-play in front of the class. The presentation team will further be expected to facilitate discussion about the role-play. Presentations will occur during weeks 3, 4, 5, and 6 of the class. Week 2 of the course will be used as a workshop to prepare for the presentations. It is expected that students will also do work outside of class for this assignment. (20 points).

2) Written Case Assessments (3): Students will be expected to read and analyze three separate case scenarios and, using information from the course text. Cases will be provided to the students along with specific questions for analysis. (20 points each)

3) Article review: Students will be required to locate, read, and analyze an empirically based study published in a scholarly journal that relates to one of the theoretical frameworks examined in the course. This paper is to be relatively short (5 pages) and comply with APA style. Additional guidelines will be provided by the instructor. (15 points).

4) Case presentation: Students will be asked to briefly present case materials from their Field Education setting that relate to one of the theoretical frameworks that are being examined in the class. Additional guidelines will be provided by the instructor. (5 points)

A  =  95-100  (4.0)  B-  =  80-83  (2.75)  D+  =  67-69  (1.25)
A-  =  90- 94  (3.75)  B+  =  87-89  (3.25)  D  =  64-66  (1.00)
B+  =  87-89  (3.25)  C  =  74-76  (2.00)  D-  =  60-63  (0.75)
B  =  84-86  (3.00)  C-  =  70-73  (1.75)  F  =  59 or less (0.00)


Additional journal articles will be added to course readings following instructor consultation with students.
Course Outline

Content: Introduction
1. Overview of Course: Introductions/expectations, teaching methods
2. Understanding the concept of community based clinical practice
   a) going beyond the walls of the agency office
   b) assessing how family, community and society impact the individual
   c) identifying prevention strategies to help individuals
3. Social work values and ethics: a review
4. Generalist practice and the strengths perspective
5. Understanding the relationship between clinical practice, human development, research, and policy.

Readings: Cooper Text Chapters 1, 2, 3 and 4.
Learning Methods: Ice-breaker; small group activity

Unit 2
Content: Evaluating and Applying Multiple Theoretical Perspectives: Psychodynamic; Behavioral, Cognitive, Crisis Intervention, and Alternative Theories
Readings: Cooper Text-Chapters 5 and 7
Learning Methods: 1. Workshop

Unit 3
Content: Crisis Intervention
1. Historical Overview
2. Key Concepts
3. Basic components of Crisis Intervention
4. Crisis Intervention as effective clinical strategies for specific problems presented by clients.
5. Crisis intervention techniques

Readings:
1. Chapters 3, 4 & 5 in Crisis Intervention (on reserve and available from the instructor)

Learning Methods:
1. Group presentation
2. Role-play

Unit 4 Unit
Content: Behavioral and Cognitive Therapy
1. Historical Overview
2. Key Concepts
3. Basic components of Socio-behavioral and Cognitive approaches
4. Socio-behavioral and Cognitive interventions as effective clinical strategies for specific problems presented by clients.
5. Selected Socio-behavioral and Cognitive intervention techniques

Readings:
1. Cooper Text- Chapters 10 and 11, 14

Learning Methods:
1. Group presentation
2. Role play
Unit 5
Content: Psychodynamic Therapies
1. Overview of the theory- Contributions made by Freud and others
2. Psychosocial Assessment- Developmental issues
3. The Ego and Defense mechanisms
4. Treatment relationship
5. Types of treatment/techniques
6. Termination issues
Readings: Cooper Text – Chapters 6 & 8.
Readings:
Learning Methods:
1. Group presentation
2. Role-play

Unit 6 Alternative Treatments: Feminist Therapy, Solution Oriented Therapy
Content:
1. Feminist and solution focused therapies
2. Selected techniques of feminist and solution focused therapies
3. Applying frameworks and techniques of feminist and solution focused therapies to different types of clients and various fields of practice.
Readings: Cooper, Ch. 9, 12. &13
Learning Methods:
1. Group presentation
2. Role-play

Unit 7 (Weeks 7-9)
Application of Clinical Approaches When Working With Children and Adolescent Clients
Content
1. Assessing abuse, depression, suicidal risk, eating disorders, etc.
2. Medication considerations
3. Treatment plans
4. Termination issues
Readings: TBA
Learning Methods:
1. Case analysis
2. Case debriefing
3. Role-play

Unit 8: (Weeks 10-12) Application of Clinical Approaches When Working With Domestic Violence Survivors
Content
1. Assessment
2. Crisis Intervention
3. Case Management
4. Termination issues
Readings:


**Learning Methods:**
1. Case analysis
2. Case debriefing
3. Role-play

**Unit 9 (Weeks 13-15) Application of Clinical Approaches When Working With Clients Experiencing Developmental/Life Transitions**

**Content**
1. Assessment
2. Medication considerations
3. Treatment plans
4. Termination issues

**Readings:** TBA

**Learning Methods:**
1. Case analysis
2. Case debriefing
3. Role-play

**Unit 10**

**Content: Evaluation**
1. Single-Subject design
2. Qualitative design
3. Documentation

**Readings:**
1) Cooper, Ch 14
<table>
<thead>
<tr>
<th>Class</th>
<th>Learning objectives</th>
<th>Topics</th>
<th>Teaching/Learning Strategy</th>
<th>Specific Activity</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,4,5</td>
<td>Introduction Community-based clinical practice</td>
<td>Ice Breaker Lecture/discussion Small group activity</td>
<td>&quot;Who Am I?&quot; &quot;Finding Community Resources&quot;</td>
<td>Student participation</td>
</tr>
<tr>
<td>2</td>
<td>3,5,6,10</td>
<td>Clinical practice theory</td>
<td>Workshop</td>
<td></td>
<td>Student participation</td>
</tr>
<tr>
<td>3</td>
<td>2,3,5,6,8,10,11,13</td>
<td>Crisis Intervention Theories</td>
<td>Student presentations; role-play</td>
<td>Group presentation assignment</td>
<td>One minute paper; Article response assignment</td>
</tr>
<tr>
<td>4</td>
<td>2,3,5,6,8,10,11,13</td>
<td>Behavioral/Cognitive Theories</td>
<td>Student presentations; role-play</td>
<td>Group presentation assignment</td>
<td>One minute paper; Article response assignment</td>
</tr>
<tr>
<td>5</td>
<td>2,3,5,6,8,10,11,13</td>
<td>Psychodynamic theory</td>
<td>Student presentations; role-play</td>
<td>Group presentation assignment</td>
<td>One minute paper; Article response assignment</td>
</tr>
<tr>
<td>6</td>
<td>2,3,5,6,8,10,11,13</td>
<td>Alternative treatments</td>
<td>Student presentations; role-play</td>
<td>Group presentation assignment</td>
<td>One minute paper; Article response assignment</td>
</tr>
<tr>
<td>7-9</td>
<td>2,3,5,6,8,10,11,13</td>
<td>Clinical Approaches for working with children and adolescents</td>
<td>Lecture/discussion; case analysis; case presentations (from Field Education)</td>
<td>&quot;Thirteen;&quot; Developing treatment plans; role play</td>
<td>Case debriefing; Case analysis assignment;</td>
</tr>
<tr>
<td>10-12</td>
<td>2,3,5,6,8,10,11,13</td>
<td>Clinical Approaches for working with domestic violence survivors and batterers</td>
<td>Lecture/discussion; case analysis; case presentations (from Field Education)</td>
<td>&quot;Working with battered women;&quot; Developing treatment plans; role play</td>
<td>Case debriefing; Case analysis assignment;</td>
</tr>
<tr>
<td>13-15</td>
<td>2,3,5,6,8,10,11,13</td>
<td>Clinical Approaches for working with problems related to developmental/life transitions</td>
<td>Lecture/discussion; case analysis; case presentations (from Field Education)</td>
<td>Guest speaker; Developing treatment plans; role play</td>
<td>Case debriefing; Case analysis assignment;</td>
</tr>
<tr>
<td>16</td>
<td>1-14</td>
<td>Evaluation</td>
<td>Class discussion and celebration</td>
<td>Small group activities</td>
<td>Student participation</td>
</tr>
</tbody>
</table>