SOW 6348.0004 - Clinical Practice with Individuals

Professor: Michele Tingley-Winner, MSW, LCSW          Fall 2004
Office: HPA I, Room 267          Class Day: Tuesday
Phone: 407-823-1494          Class Hours: 6:30 – 9:20 p.m.
Office Hours: By Appointment          Class Location: HPA I, Room 207
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Course Description: Behavioral, crisis, and psychosocial theories applied to persons with emotional, social, and psychological problems.

The overall objective of this course is to enable students to deepen and extend their assessment, diagnostic and social work intervention skills in community based clinical practice with individuals. Throughout the course students will have opportunities to understand that community based clinical practice addresses the person-in-environment and includes recognizing a reciprocal relationship between the individual client, his/her community (family, community and society) and the community resources that are utilized to enhance the individual's psychosocial functioning. Drawing from the relationship between macro and micro practice and the review of multiple theoretical perspectives students will examine the importance of helping clients improve the quality of their lives by reducing stress, enhancing individual social functioning and increasing empowerment and other coping skills. The course encourages students to understand, engage and assist individuals suffering from a variety of psychological, physical, familial and environmental stresses. The significance of the treatment phases, shared responsibility in the client-worker relationship and the application of social work ethics and values to clinical practice will be stressed.

Social work clinical practice encompasses a wide range of practice models and intervention techniques. Students will further develop critical thinking skills and apply these to the analysis and selection of current empirically based practice strategies and interventions. Throughout the course, students will be expected to integrate recent research findings as they apply to clinical work with diagnostic groups, populations at risk and models of interventions. The course will examine concepts and models inherent in the Crisis Intervention, Socio-behavioral and Psychosocial frameworks. The application of intervention techniques from Ego Psychology, Cognitive Therapy, and Crisis Intervention will be closely examined. The course aims to help students identify practice models identified as effective interventions in the literature for clients with: depression, personality disorders, traumas, substance abuse and schizophrenia. In addition, the course will reinforce the student's ability to integrate and apply concepts related to use of self, commitment to social justice, ethical practice and professionalism, the strengths perspective and cultural/diversity differences presented by various groups of clients. Special considerations in working with African-Americans, Hispanics, Gays and Lesbians, Women and physically and mentally challenged clients will be included.

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 PsychoSocial 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.

Course Outline and Teaching Methods:
Outline:
1. Understanding the importance of clinical research in the selection of effective practice models.
2. Understanding the individual client within the context of the relationship between macro practice and micro practice.
3. Social work values and their application to clinical work with individuals.
4. Overview of the helping process.
5. Using various intervention models (psychoanalytic, crisis intervention, problem solving, sociobehavioral, cognitive, ego psychology, task centered social work).
6. Interviewing skills and considerations applied to different types of clients.
7. The use of culture and diversity in clinical practice.
8. Considerations for clinical practice with children and adolescents.
9. The social workers' "use of self" in clinical work with diverse clients.
10. Termination and evaluation issues in clinical practice.

Teaching Methods: The objectives of this course will be achieved through a variety of methods:
1. The instructor will provide didactic content through lectures.
2. Students will add to class discussions by informally presenting case materials from their field internships.
3. Role-plays, videotapes and guest lecturers will be used where appropriate.

EXPECTATIONS AND GRADING:
GETTING YOUR WORK IN ON TIME:
1. 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. Please note that documentation of the special circumstances must be presented to the instructor. Approval for late work must be obtained directly from the instructor.
2. If prior approval for submitting a paper or an assignment has not been obtained, OR if the reason that the student has not met the paper deadline does not meet EXTENUATING CIRCUMSTANCES, then one letter grade will be subtracted for each week that an assignment is late.

RESPONSIBILITY FOR READINGS:
1. Inherent in advanced graduate study is the concept that the student is responsible for required and reserved readings. In addition, it is expected that students will also search out additional readings
in efforts to expand their knowledge in specific areas. The instructor may include additional reserve readings throughout the semester. STUDENTS ARE RESPONSIBLE FOR READING ALL OF THE ASSIGNED MATERIALS REGARDLESS OF WHETHER THE MATERIAL IS COVERED IN CLASS.

2. ALL ASSIGNED READING MATERIAL MAY APPEAR IN A CLASS EXAMINATION WHETHER THE INSTRUCTOR HAS COVERED THIS MATERIAL OR NOT.

EXPECTED GRADUATE BEHAVIORS:
1. Students should arrive for class on time and avoid disrupting the class with late arrivals.
2. While it is not expected that graduate students will resort to academic dishonesty, students must be aware that any evidence of dishonesty/cheating will result in a Failing grade for the course and will be subject to other consequences inherent in the School of Social Work.
3. Students are expected to demonstrate courtesy and respect for the instructor and for peers. Differences in points of view expressed constructively, as the basis of academic freedom are encouraged. Side conversations during class will not be tolerated.
4. Physical or verbal abuse among students or directed at the instructor will not be tolerated and is in violation of UCF's GOLDEN RULE.

SPECIAL TESTING/LEARNING NEEDS: Students that require special learning/testing arrangements are REQUIRED to register with the Office of Student Disabilities and to inform the instructor at least 3 weeks before an examination date. The instructor will make every effort to accommodate the student's special testing needs.

AUDIOTAPPING OF LECTURES: Students are prohibited from audiotaping any part of the course lectures, unless the student is registered with the university's Student Disability Office and requires such arrangement for learning purposes.

ATTENDANCE POLICY: Since this course emphasizes practice skills and techniques it is imperative that students attend all classes. Student's who miss three (3) or more absences REGARDLESS OF THE REASON, will have their final grade lowered by one letter grade.

INSTRUCTOR'S OFFICE HOURS: Students should make appointments with the instructor. Please note that the instructor does not answer email messages during weekends.

Course Requirements: The assignments for this course are intended to provide you with a variety of skills related to clinical practice with individuals. Points from the 3 assignments will be totaled for the final course grades. Two papers, each worth one third of your final grade and 1 final exam worth one third of your final grade will be given.

Class Participation: The course will include the review and discussion of assigned readings and clinical cases presented by students from their field placements. Since this will require your presence, attendance is mandatory.

Students who miss three (3) or more absences REGARDLESS OF THE REASON, will have their final grade lowered by one letter grade.

Practice Paper #1: Theory and Practice Paper. 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 between 1995-2004 on that model. The focus of the literature review is to determine whether the model has been identified as clinically effective with individual clients by current research. After reviewing the literature students are to integrate the research and write a 10-15 page paper on (1) what makes the model effective, (2) with what population has the model been proven effective and (3) what issues, considerations and questions did
the literature not address. The paper should be 10-15 pages long (excluding reference page, charts, cover page, etc.). The student is expected to integrate both theory and practice in this paper, use a minimum of 10 appropriate references to support ideas and to use APA writing style. Paper is due October 5, 2004. Specific questions to be answered in the paper and guidelines will be provided during the beginning of the course.

**Practice Paper #2: Assessment Paper**: The purpose of this paper is to encourage students to apply the assessment, intervention and prevention components of community based clinical practice to an individual case. Through this assignment students are encouraged to assess the "person-in environment" factors, and identify the existing community resources and support systems that affect the individual client. For this assignment students are to work in pairs (no more than two students should work together) or individually. Each group will work as a clinical team. The group assignment is intended to prepare you to participate as a member of an agency clinical team. The group should make arrangements to view the movie together. After viewing an assigned video, each group is to do a clinical assessment of the main character. The paper should be 10-15 pages long (excluding reference page, charts, cover page, etc.). The student is expected to integrate both theory and practice in this paper, to use a minimum of 10 appropriate references to support ideas and to use APA writing style. Paper is due November 16, 2004.

**Final Examination**: (Worth one third of final grade) An in class comprehensive final examination will be given during finals week. The instructor will provide further information during the semester on the exam format.

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<th>Grades</th>
<th>B+ = 87-89 (3.25)</th>
<th>C+ = 77-79 (2.25)</th>
<th>D+ = 67-69 (1.25)</th>
<th>F = 59 or less (0.00)</th>
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<td>A</td>
<td>95-100 (4.0)</td>
<td>B = 84-86 (3.00)</td>
<td>C = 74-76 (2.00)</td>
<td>D = 64-66 (1.00)</td>
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<tr>
<td>A-</td>
<td>90-94 (3.75)</td>
<td>B- = 80-83 (2.75)</td>
<td>C- = 70-73 (1.75)</td>
<td>D- = 60-63 (.75)</td>
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**Course Outline**:

**Session 1**

**Unit Learning Objectives**:
1. Identify the relationship between macro practice and micro (clinical) practice.
2. Understand the individual client within the context of the relationship between macro practice and micro practice.
3. Understand the concept of community based clinical practice

**Content**:
1. Overview of Course:
   A. Introductions/expectations
   B. review of syllabus/readings/assignments
   C. Teaching methods
2. Understanding the Macro-Micro relationship in clinical work with individuals.
   A. The individual and society: integrating discrimination, oppression, social and economic justice.
   B. The individual and the environment/community
   C. The individual and the family system
   D. 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. Understanding the relationship between clinical research, selections of practice models and clinical practice
4. The diverse nature of clinical social work and the wide range of agency settings

Readings: In Cooper Text Chapters 1 and 2.

Learning Methods: 1. Lecture 2. Class discussion

Session 2

Unit Learning Objectives:
1. Social work values and their application to clinical work with individuals.
2. Overview of the helping process.
3. Understanding and integrating the strengths perspective
4. Understanding the value of personality development theories

Content:
1. Overview of basic concepts in clinical practice with individuals. This session is intended to be a review of basic material from the student's first year classes. As an overview this session will encourage students to seek out additional information on the concepts reviewed. The three major areas that will be reviewed are: (a) social work values and concepts, (b) an overview of the helping process and (c) the importance of human and personality development in clinical practice.
2. Social work values/concepts to clinical practice:
   A. Worth and dignity of clients
   B. Differences/similarities in client/worker values
   C. Acceptance and respect for clients
   D. Affirming uniqueness and individuality
   E. Problem solving capacities and the right to self determination
   F. Boundaries/confidentiality/ethics
   G. "Starting where the client is at"
   H. Ethnic, cultural, sexual, and religious differences
   I. Understanding the importance of developmental stages.
   J. Commitment to social justice
   K. Use of self
   L. Accepting and appreciating human diversity
3. Overview of the Helping Process—the phases of treatment
   A. The Assessment Phase: * interviewing and diagnosing
      * engaging and establishing rapport * importance of psycho-social and mental status evaluations
   B. The Working Phase: Enhancing the client-worker relationship
      * the role of empathy * identification of affect/feelings * responding authentically
   C. The Termination Phase: Evaluating treatment progress
      * knowing when to terminate * measuring clinical outcomes
      * client and worker reactions to termination
      * preparing the client for discharge/practicing of new skills
4. The Importance of Personality Development in Clinical Practice with Individuals
   A. Becoming familiar with various theories of personality development
   B. Including human and personality development in the clinical practice process

Readings: In Cooper Text – Chapter 4.

Readings on Reserve:

Learning Methods: 1. Lecture 2. Class discussion
**Session 3**

**Unit Learning Objectives:**
1. Understand the importance of case management as a community based clinical intervention.
2. Examination of an effective community based clinical intervention for use with the chronically mentally ill population.

**Content:**
1. Framework: Case Management as a Community Based Clinical Intervention
   A. Types of case management

**Readings on Reserve:**

**Learning Methods:**
1. Lecture 2. Class discussion 3. Role play

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**Session 4**

**Unit Learning Objectives:**
1. Understand the importance of learning and applying different theoretical perspectives in clinical practice with clients.
2. Identify the basic components of Psychosocial/Ego Psychology Frameworks

**Content:**
1. Evaluating and Applying Multiple Theoretical Perspectives: Framework/Theory: Psychosocial/Ego Psychology
   A. Overview of the theory- Contributions made by Freud and others
   B. Psychosocial Assessment- Developmental issues
2. The Ego and Defense mechanisms
3. Psychosocial-Ego Psychology continues: Practice Issues:
   A. Treatment relationship
   B. Review of Hollis typology
   C. Types of treatment used
   D. Transference
   E. Worker’s use of self
   F. Use of the mental status

**Readings:** *In Cooper Text - Chapters 5 and 7*

**Learning Methods:**
1. Lecture 2. Class discussion 3. Role play

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**Session 5**

**Unit Learning Objectives:**
1. Understand the importance of clinical research in the selection of effective practice models.
2. Identify interviewing skills and Psychosocial/Ego Psychology techniques applied to different types of clients.

**Content:**
1. Continuation of Psychosocial/Ego Psychology Theory
2. Practice Issues: A Look at Borderline Clients

Readings: In Cooper Text – Chapter 8.

Readings On Reserve:

Learning Methods:
1. Lecture
2. Class discussion

Session 6

Unit Learning Objectives:
1. Identify the basic components of Sociobehavioral and Cognitive Theories
2. Identify how Sociobehavioral and Cognitive theories and interventions can be effective clinical strategies for specific problems presented by clients.

Content:
1. Evaluating and Applying Multiple Theoretical Perspectives: Framework/Theory: Sociobehavioral and Cognitive Theories
   A. Overview of Social, behavioral and cognitive theories: Bandura, Skinner, Beck and Ellis
   B. The efficacy of Cognitive-behavioral models
2. Practice Issues:
   A. Nature of the behavioral assessment
   C. Nature of the Relationship
   B. How to apply it to different problems (depression, anxiety, social skills)

Readings: In Cooper Text - Chapters 10 and 11

Readings on Reserve:

Learning Methods:
1. Lecture
2. Class discussion

Session 7  Note: Paper #1 is due today

Unit Learning Objectives:
1. Identify interviewing skills and Sociobehavioral and Cognitive techniques applied to different types of clients.

Content:
1. Continuation of Sociobehavioral and Cognitive Theories
2. Considerations in using brief therapies
3. Practice Issues: Developing and using contracts
   A. goals
   B. creating a contract
   C. monitoring treatment progress
   D. renegotiating a contract

Learning Methods:
1. Lecture
2. Class discussion
3. Role Play
Session 8
Unit Learning Objectives:
1. Identify the basic components of Crisis Intervention Theory
2. Identify how Crisis Intervention Theory and interventions can be effective clinical strategies for specific problems presented by clients.
3. Identify how crisis intervention techniques are used to help individuals experiencing community crises.

Content:
1. Evaluating and Applying Multiple Theoretical Perspectives: Theory: Crisis Intervention Theory
   A. Historical Overview
   B. Key Concepts:
      1. exhaustion crisis
      2. shock crisis
      3. insight based on self-understanding
      4. disorders of change
      5. the hazardous event
      6. the vulnerable state
      7. the precipitating factor
      8. the state of active crisis
      9. the extent of reintegration
2. Practice: Critical Assessments
   A. Application of crisis theory to suicidal, homicidal, trauma clients and community crises (use of debriefing techniques).
   B. Assessing depression, suicidal risk, medication considerations
   C. Use of problem solving & task centered models

Readings on Reserve:

Learning Methods: 1. Lecture 2. Class discussion

Session 9
Unit Learning Objectives:
1. Identify interviewing skills and Crisis Intervention Theory and techniques applied to different types of clients.

Content:
1. Continuation of Crisis Intervention Theory
2. Considerations for clinical practice
3. Understand how techniques such as critical incident stress debriefing helps the individual in a group or community crisis (bombings, terrorism, natural disasters, etc.)

Learning Methods: 1. Lecture 2. Class discussion

Session 10
Unit Learning Objectives:
1. Identify the roles of the clinical social worker in working with diverse populations in a variety of agency settings.
2. Demonstrate skills in understanding and applying social work values, ethics, professionalism, and commitment to social justice and diversity issues in clinical practice.
3. 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.

4. Understand the social workers' "use of self" in clinical work with diverse clients

Content:
1. The Use of Human Diversity in Clinical Practice: Utilizing culture and diversity in clinical practice.
   A. Minority clients: African Americans and Hispanics
   B. Gay & Lesbians
   C. Women
   D. Physically & mentally challenged individuals

Readings: In Cooper Text – Chapter 6.

Readings on Reserve:

Learning Methods: 1. Lecture 2. Class discussion 3. Role play

Session 11
Unit Learning Objectives:
1. Identify, understand and apply empirically based research on clinical interventions and strategies
2. Use and application of therapeutic tools such as treatment plans, therapeutic contracts, and journals in clinical practice to measure treatment efficacy.
3. Further develop and apply critical thinking skills in identifying and examining effective practice models in the literature.

Content:
1. Developing the Treatment Plan
   A. Reinforcing the Strengths Perspective
   B. Identification of the goals and objectives
   C. Focus and Measurement of clinical "OUTCOMES
   D. Identification of interventions
   E. Writing the treatment plan
2. Understanding and evaluating clinical outcomes.
   A. use of mental measurements (scales, questionnaires, etc.)
   B. MEASURING EFFECTIVENESS

Readings: In Cooper Text – Chapter 14

Readings on Reserve:

Learning Methods: 1. Lecture 2. Class discussion

Session 12
Unit Learning Objectives:
Continuation of Treatment Planning and Record Keeping
1. Identify the components of progress notes

Content:
1. The relationship between treatment plans and progress notes
2. Writing progress notes
3. Distinguishing between goals, objectives and action tasks
4. Record keeping and case recording formats in managed care and agency settings

Readings: In Cooper Text – Chapter 3
Learning Methods:
1. Lecture  
2. Class discussion  
3. Writing treatment plans exercise

Session 13  
**Note: Paper #2 is due today**

Unit Learning Objectives:
1. Identify special considerations for clinical practice with children and adolescents.
2. Understand the importance of development in clinical practice with children and adolescents.
3. Identify community systems and resources to be integrated when providing clinical services to children and adolescents.
4. Identify two major problems (behavioral and depression) presented by children and adolescents in clinical practice.

Content:
1. Clinical Practice with Children and Adolescents: Assessment & Practice
   A. Types of problems presented by children and adolescents
   B. Biopsychosocial assessment: the importance of historical & family data
   C. Using a developmental perspective when assessing and treating children and adolescents
   D. The role of prevention when working with children and adolescents

Readings on Reserve:

Learning Methods:
1. Lecture  
2. Class discussion  
3. Role Play

Session 14

Unit Learning Objectives:
1. Identify termination and evaluation issues in clinical practice.
2. Learn to develop an aftercare plan.
3. Identify the importance of aftercare as a preventative strategy.

Content:
1. Termination issues in clinical practice.
2. The Importance of Aftercare as a preventative measure.
4. Termination Phase
   A. When to terminate.
   B. Client and worker reactions to termination.
   C. Transference and counter transference issues.
5. Preparing the client for discharge and for practicing of new coping skills.

Readings on Reserve:

Learning Methods:
1. Lecture  
2. Class discussion  
3. Role play (Termination)
Session 15
Unit Learning Objectives:
Termination and aftercare continued
1. Identify termination and evaluation issues in clinical practice
2. Identify transferential and counter-transferential issues that emerge during termination

Content:
1. Continuation of termination issues in clinical practice
2. The Importance of Aftercare and follow up research
3. Course Wrap up

Learning Methods:
1. Lecture 2. Class discussion 3. Role Play (Termination)

Final Exam Week STUDENTS WILL BE GIVEN SPECIFIC INFORMATION ABOUT DATE AND TIME FOR THE FINAL EXAMINATION WHEN IT BECOMES AVAILABLE.

Bibliography

Supplemental list to readings already cited in the syllabus.


