I. COURSE PURPOSE

Building on the first year theoretical framework of ecological systems, the purpose of this course is to prepare the student for advanced clinical practice with adult individuals in varied settings with diverse populations. Practice skills are primarily rooted in the explanatory concepts of psychodynamic, cognitive, and behavioral theories as applicable within a multicultural context. Intervention skills are based on a strengths perspective which includes psychodynamic and cognitive-behavioral practice, clinical case management skills, and current clinical models of practice. We will also integrate the latest findings in mindfulness, neurobiology, and chemistry. Particular emphasis will be placed on application of theory with adult clients through didactic teaching, role-play, observation of DVDs, and classroom discussion.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency #1 Professional Identity: Identify as a clinical social worker &amp; conduct self accordingly.</td>
<td>#2. Social workers practice with a clear understanding of the professional strengths, capacities, and limitations of clinical social work; #3. Social workers understand how clinical theories from multiple disciplines inform the practice of clinical social work;</td>
</tr>
<tr>
<td>Competency #2 Ethical Practice:</td>
<td>#1. Social workers recognize and manage personal biases as they affect the clinical relationship in the service of clients’ well-being;</td>
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<tr>
<td>Apply social work ethical principles to guide clinical practice.</td>
<td>#1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in an ongoing process of assessment and intervention;</td>
</tr>
<tr>
<td>Competency #3 Critical Thinking:</td>
<td>#3. Social workers include personal reflection in clinical decision making, are adept at differential diagnosis, and articulate both client strengths and vulnerabilities in the diagnostic process;</td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
<td>#1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in an ongoing process of assessment and intervention;</td>
</tr>
<tr>
<td>Competency #4: Diversity in Practice:</td>
<td>#2. Social workers use their self-awareness to reflect on and diminish the influence of their personal biases and values in working with others;</td>
</tr>
<tr>
<td>Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in clinical practice.</td>
<td>#3. Social workers recognize and communicate their understanding of the importance of difference in shaping the life experiences of clients, themselves, and the working alliance;</td>
</tr>
<tr>
<td>Competency #5 Human Rights &amp; Justice:</td>
<td>#1. Social workers use knowledge of the effects of oppression, discrimination and historical trauma on the client and client system to guide treatment planning and intervention;</td>
</tr>
<tr>
<td>Advance human rights through understanding how social and economic justice factors impact clinical practice</td>
<td>#2. Social workers understand how power and inequities are initiated and reinforced, and are cognizant not to replicate power inequalities in the relationship;</td>
</tr>
<tr>
<td>Competency #6 Research Based Practice:</td>
<td>#1. Social workers demonstrate the ability to apply research concepts and strategies to inform social work practice and programs;</td>
</tr>
<tr>
<td>Engage in research-informed practice and practice-informed research</td>
<td>#2. Social workers critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations seen in clinical practice;</td>
</tr>
<tr>
<td>Competency #7 Human Behavior:</td>
<td>#1. Social workers synthesize and differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide clinical practice;</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment.</td>
<td>#1. Social workers continuously assess and</td>
</tr>
<tr>
<td>Competency #9 Practice Contexts:</td>
<td>Revised 6/23/15</td>
</tr>
</tbody>
</table>
Respond to contexts that shape practice.
identify changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant clinical services to clients;

| Competency #10 Engage, Assess, Intervene, Evaluate: Engage, assess, and intervene with individuals, families, and groups. | Engagement:  
Social workers:  
#3. Attend to the interpersonal dynamics and contextual factors that may strengthen or harm the therapeutic working alliance  
Assessment:  
Social workers:  
#1. Use a multi-dimensional assessment, that includes bio-psycho-social-spiritual data, as well as client strengths, coping capacity, and readiness for change  
#2. Use differential and multi-axial diagnostic processes  
#3. Co-construct therapeutic goals and clinical objectives to address psychosocial distress, and engage in ongoing reassessment of those goals  
Intervention:  
Social workers:  
#1. Co-construct and select therapeutic interventions that best address the client’s presenting problem and risk factors, and use multiple intervention plans to address compound problems or complex trauma  
#2. Incorporate client strengths, capacities, and protective factors in the therapeutic intervention plan  
Evaluation:  
Social workers:  
#1. Critically analyze, monitor, and evaluate interventions |

### III. COURSE REQUIREMENTS

A. **Required Texts**

[listed as Bender & Messner]


Revised 6/23/15
B. **Highly Recommended Texts**

(Note: Several Chapters are from each text are listed as Required Reading and/or Recommended Reading throughout the semester. These texts will be on reserve at the library, but not available on Blackboard due to Copyright restrictions.)


C. **Helpful Texts**


Revised 6/23/15
D. **Other Required Readings**
There are other required readings listed for each week that come from scholarly journals. These articles are posted on Blackboard and can be accessed by going to [http://bb8.cua.edu](http://bb8.cua.edu). Students must login using their CUA username and password. Individuals not enrolled in this course may not have access to the Blackboard page or readings.

E. **Course Assignments**

1. **Attendance and Class Presence/Participation**
   Students are expected to complete all assigned readings, arrive to class on time, and be fully prepared to actively participate in all class exercises and discussions. All clinical content in discussions must be kept confidential, in keeping with the Student Confidentiality Agreement.

   Missing more than two class sessions will result in a significantly reduced grade. The only exceptions are student illness (with doctor’s note), illness of immediate family member, accident/hospitalization, or death of immediate family member. Arriving to class late or leaving early (30 minutes or more) will be considered an absence.

   Class participation requires the student to have reviewed the readings in advance, and be fully present and engaged in the material for the entire class meeting. When in class, all pagers, cell phones, and other electronic devices should be turned off or set to silent operation. Phones should be stored out of reach so as not to be a distraction. Computers or tablets should be used in class to further learning only, and not for other purposes. The instructor reserves the right to create a technology-free classroom should the use create problems in the learning environment.

2. **Discussion Board Postings**
   Students are expected to post one question from the readings to the Blackboard Discussion Board no later than 12:00 pm the day of class for classes 2-13. These will be used to guide discussion.

3. **Scholarly Paper**
   Choose one of the topics on the syllabus and write a scholarly paper on an aspect of the topic (speak with the professor first for approval). Follow the NCSSS guidelines for scholarly paper. For additional information, refer to the student handbook for requirements of a scholarly paper, and to the CUA web site for links to APA style formatting. See Addendum for more detailed information. Due Class 8.

   *Note: Papers are due at the beginning of the class. Papers handed in late will be deducted 10 points for each 24 hour period after the start of the class meeting.*

4. **Integrative Examination** Class 14 – open notes/open book.

Revised 6/23/15
F. Grading Policy
Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. The assignments described above will be the basis for the final grade. Grades will be based on the extent to which students achieved course objectives as demonstrated by the quality of course assignments and class participation. The following weighting of course assignments will apply:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board Postings</td>
<td>20%</td>
</tr>
<tr>
<td>Scholarly Paper</td>
<td>30%</td>
</tr>
<tr>
<td>In-Class Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
</tr>
</tbody>
</table>

G. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

H. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additionally, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

Revised 6/23/15
IV. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
• Attend all classes and contribute constructively to the classroom culture
• Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor (including use of technology)
• Demonstrate competence in planning academic activities and in following through on those plans
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

Revised 6/23/15
D. **Confidentiality**
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. **Accommodations**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

Revised 6/23/15
CLASS SCHEDULE

Part I: Clinical Social Work: From Assessment to Termination

Class 1: Historical and philosophical roots of strengths based clinical practice with adults

Required Readings:
Kottler & Carlson, Chapter 10
Siegel, Chapter 1
Welwood, Introduction

Recommended Readings:
Berzoff, Chapters 1, 2 & 3
Dobson, Chapter 1
Yalom, Chapter 1

Class 2: Clinical assessment and initial interview: Addressing bio-psycho-social-spiritual dimensions of the person.

Required Readings:
Bender & Messner, Chapters 1 through 6
Corcoran & Walsh, Chapters 1 & 2
Lukas, Chapters 1, 8, 9 & 13

Recommended Readings
Yalom, Chapters 2 & 10

Class 3: Moving from Assessment to Case Theory and Intervention Planning Part I: Using Concepts from Psychodynamic Theories

Required Readings:

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**Class 4:** Moving from Assessment to Case Theory and Intervention Planning Part II: Using Concepts from Cognitive Theory, Behavioral Theory, and Cognitive Social Learning Theory

**Required Readings:**


**Class 5:** Resistance, Insight, Interpretation in the Working Through Phase & Addressing Termination

**Required Readings:**
Bender & Messner, Chapter 17

**Part II: Process Issues in Treatment**

**Classes 6&7:** Transference, Countertransference, Projective Identification, and Identity Difference in Clinical Practice

**Required Readings:**
Brandell, Chapter 8
Bender & Messner, Chapters 14, 15 & 16


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**Recommended Readings**

Yalom, Chapters 13, 25-32 & 49

**Part III: Neurobiology & Persistent Mental Illnesses**

**Class 8:** **Working with Clients who have Chronic and Persistent Mental Illnesses: Clinical Case Management with Adult Clients**

**Required Readings:**

Corcoran, Chapter 14


*** Note : Papers Due***

**Class 9:** **Intersections of Neurobiology, Chemistry, and Mental Health Disorders**

**Required Readings**

Bender & Messner, Ch 12 & 13

Corcoran, Chapter 10


Lukas, Ch 10


Revised 6/23/15
Part IV: Interventions for Specific Presenting Issues

Class 10: Clinical assessment and intervention for personality disorders: Focus on Borderline Personality Disorder and Dialectical Behavioral Therapy

**Required Readings**
Corcoran, Chapter 13

Class 11: Clinical Assessment and Intervention for Major Depression & Bipolar Disorders: Focus on Brief Psychodynamic Psychotherapy and CAMS Approach to Addressing Suicidality

**Required Readings**
Corcoran, Chapters 9 & 12

**Recommended Readings**
Allen, Chapter 9

Class 12: Clinical Assessment and Intervention for Anxiety Disorders Intervention focus: Mindfulness-Based Cognitive-Behavioral Therapy (MBCBT)

**Required Readings:**
Corcoran, Chapter 7

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Washington, DC: Author.

**Recommended Readings:**
Allen, Chapters 1, 4, 7 & 13

**Class 13:** Clinical assessment and intervention for sexual abuse trauma
**Intervention focus:** Trauma Focused Cognitive-Behavioral Therapy (TFCBT)

**Required Readings:**

**Recommended Readings:**

**Class 14:** In-Class Integrative Exam – Open Notes/Books

Revised 6/23/15
Scholarly Paper Assignment

Students will choose a dimension of clinical social work practice with individual adults and address a clinical social work intervention or response designed to address the issue. The paper is to include a literature review using scholarly references (no websites and no class notes) and provide a critical analysis of the current response, and concrete recommendations for improvements or changes. The paper must be written in APA style and follow the MSW Program’s expectations for a scholarly paper. Write the final paper using the following headings, with appropriate subheadings, to structure your writing, and include reference pages in APA format.

**Introduction:** A brief statement about the focus and purpose of the paper. The introduction should give your reader an understanding of the dimension of clinical social work practice you will focus on. Briefly state why this is a social work issue, and why your reader should want to learn more about it (1/2 page, 5 pts).

**Literature Review:** Review the literature on your issue from the scholarly literature. Address the history of social work’s role with this issues and the understanding of the social and interpersonal factors that contribute to it. Summarize the current, state of the art interventions and evidence-base (or not) for its use. Address applicable explanatory theory and models of practice (6-7 pages, 40 pts).

**Critique:** Discuss the strengths and weaknesses of the state of the art practice with this issue. Address gaps in services or inconsistencies, strengths and weaknesses regarding evidence supporting the interventions, etc (2 pages, 15 pts).

**Future Directions for Social Work:** Propose ways to strengthen what already exists and/or new methods of alleviating the problem and/or its sequela. Be concrete about what you, as a future social work leader, would do to improve upon the current state of the art on this dimension of clinical social work (2 pages, 15 pts).

**Conclusion:** Summarize the findings of your paper. What are your final thoughts on the current social work practice? How might your critique strengthen the role of social workers in this area? (1/2 page, 5 pts).

Use the correct APA format, grammar, and writing style. Be sure to use subheadings throughout the paper to denote the different sections and sub-sections (20 points).

Revised 6/23/15