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SSS 802
Clinical Social Work with Adults
Fall 2012
(3 credits)

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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. 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. EDUCATIONAL OBJECTIVES
1. Demonstrate mastery of theoretical concepts as applied to adult individuals.
2. Demonstrate mastery of practice concepts related to clinical social work with adults.
3. Demonstrate skill in culturally competent interviewing.
5. Demonstrate skill in differential diagnosis as reflected in the appropriate usage of the DSM-IV-TR, as well as a basic understanding of the neurobiology of these disorders.
6. Demonstrate clinical skills within the process of psychosocial treatment and an understanding of psychopharmacological treatment of certain disorders.
7. Demonstrate awareness of the biases, omissions, and cultural limitations of individual psychodynamic theories.
8. Demonstrate ability to recognize and reflect upon issues of transference, countertransference, and vicarious trauma within a context of sensitivity to diversity.
9. Acquire an advanced level of knowledge of the use of the self as it impacts the client.
III. COURSE REQUIREMENTS

A. Required Texts


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


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. Computers or tablets should be used in class to further learning only, and not for other purposes.

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. 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 handout for more detailed information. Due Class 9.

   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.

F. **Grading Policy**  
The assignments described above will be the basis for the final grade. Class participation will be graded on the basis of demonstration of knowledge and understanding of course content, accuracy, and contribution to class learning. 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:

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<thead>
<tr>
<th>Assignment</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>In-Class Participation</td>
<td>15%</td>
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<tr>
<td>Discussion Board Postings</td>
<td>15%</td>
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<tr>
<td>Scholarly Paper</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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G. **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](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. **CLASS EXPECTATIONS**

A. **Scholastic Expectations**  
Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. 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. **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 and appropriate Program Handbooks.

C. **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, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE

Class 1: Overview of the course and historical and philosophical roots of strengths based clinical practice, from the contributions of Freud to mindfulness

**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: Theoretical foundations of clinical practice with emphasis on psychodynamic theories of ego psychology, object relations, attachment theory and relational theory

**Required Readings:**

**Recommended Readings:**
Berzoff, Chapters 4, 6, 8 & 10
Class 4: Theoretical foundations of clinical practice with emphasis on cognitive and behavioral theories

**Required Readings:**
Dobson, Chapters 4, 9, 10 & 11

**Recommended Readings:**

Class 5: Addressing transference, countertransference, projective identification, and identity difference in clinical practice

**Required Readings**
Bender & Messner, Chapter 16
Frederickson, Chapter 6, 7

**Recommended Readings**
Yalom, Chapters 13 & 25.
Class 6:  **Intersections of Neurobiology, Chemistry, and Mental Health Disorders**  
**Required Readings**  
Bender & Messner, Ch 12 & 13  
Lukas, Ch 10  

Class 7:  **Clinical assessment and intervention for personality disorders:**  
**Special focus on Borderline Personality Disorder**  
**Required Readings**  
Corcoran, Chapter 13  
**Recommended Readings**  
Allen, Chapter 10  

Class 8:  **Clinical assessment and intervention for mood and affective disorders: Major depression & bipolar depression**
**Required Readings**


Corcoran, Chapters 9 & 12


**Recommended Readings**

Allen, Chapter 9


**Class 9:** Clinical assessment and intervention for affective disorders: The anxiety cluster

**Required Readings**

Corcoran, Chapter 7


**Recommended Readings**


**Class 10:** Clinical assessment and intervention for trauma

**Required Readings**


**Recommended Readings**

Allen, Chapters 1, 4, 7 & 13


**Class 11:** Resistance, insight, and interpretation

**Required Readings:**

Brandell, Chapter 8

Bender & Messner, Chapters 14 & 15


**Recommended Readings:**


Yalom, Chapters 25-32, 49.

**Class 12:** Working through and termination

**Required Readings:**


Bender & Messner, Chapter 17

Brandell, Chapters 9 & 14


**Class 13:** Guest Speaker: TBD

**Class 14:** In class final exam

Revised 6/7/12