Clinical Practice with Individuals and Families II

At the completion of the course, students will be able to

1. Conduct a differential diagnostic assessment of individuals and families through the integrated use of theoretical concepts in examining the dynamic interplay of bio-psycho-social variables (CSWE Advanced Competency 2.1.10b).
2. Formulate a differential treatment plan of individuals and families as informed by the differential assessment of ego strengths and vulnerabilities, diagnostic considerations, cohort experience as influenced by race, class, culture, gender, sexual orientation, age, spiritual orientation and disability, and within the context of agency auspice and services (CSWE Advanced Competencies 2.1.10b, c).
3. Select, integrate and apply appropriate interventions from various theoretical models that inform clinical practice with individuals and families of diverse backgrounds (CSWE Advanced Competency 2.1.10c).
5. Recognize and assess personal and professional ethical dilemmas in conducting differential diagnostic assessments and implementing treatment plans with individuals and families of diverse backgrounds (CSWE Advanced Competency 2.1.10d).
Course Content Objectives

Students will utilize course materials to:
- Identify individual clients’ intrapsychic conflicts, defenses and organizing principles as part of a differential diagnostic assessment of identified presenting problems and underlying issues.
- Identify and assess the transactional dynamics of an individual within familial and other social systems as a complement to the differential assessment of a client’s presenting problem and underlying issues.
- Develop a differential treatment plan that integrates approaches from multiple theoretical systems of thought aimed at addressing clients’ presenting problems and underlying issues.
- Identify and utilize appropriate empirical findings to inform and evaluate practice interventions.
- Develop practice wisdom by learning to be self-monitoring and self-reflective in clinical practice with individuals and families.

Class Format/ Course Requirements /Assignments

This is a practice method course in clinical practice. In order to master concepts and skills, students must be active participants. Participation includes coming to class prepared having done the readings and discussing them, sharing experiences from field placement, participating in small and large group activities and discussions, and role playing. Evaluation is based on quality and not quantity of participation.

There will be two written assignments and one hour per week of on-line learning for this course. Detailed instructions for each assignment will be provided in class. All submissions are expected to be typed, double-spaced, with 1” margins on all sides. Each assignment should draw from relevant class readings and classroom discussions. Students are expected to use APA style for citations and references.

Students are expected to read assigned readings prior to class and to be prepared to discuss them. Regular attendance is expected. Since the structure of each class is often established in the opening minutes of the class session, it is important for all students to be on time. A persistent pattern of lateness and/or absences will affect a student’s grade. Students are expected to attend all classes and notify the instructor (via voicemail or email) if they will be absent. Students missing more than 2 unexcused classes will not receive credit for the course. Religious holiday policy: Any student who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s). Grades will be based upon the timely and satisfactory completion of all assignments. An Incomplete Grade (INC) will only be granted under unusual circumstances and details for completing any outstanding work must be approved in advance by the instructor.
Grading Criteria:

Credit: Credit will be assigned on the basis of successful completion of two written assignments, meaningful class participation and one hour of on-line learning per week via Blackboard. Students wanting letter grades must give the instructor a request in writing by the third week of the semester. Once agreed upon, letter grading cannot be rescinded. Grades of Honors are reserved for students who demonstrate exceptional levels of work. Honors is equivalent to an A+ letter grade, and will be given for superior performance in all three of the following: 1) style and content of written work, 2) creative use of assigned and outside readings in papers and class discussions, and 3) quality of contributions to class discussions. Grades of No Credit are assigned due to a combination of poor quality of work on assignments; lack of class participation; and excessive absences or lateness. Kindly note: grades of Incomplete are at the discretion of the instructor, but students must have demonstrated satisfactory performance throughout the semester before they can be considered for an extension of their final grade.

Writing standard for graduate students: MSW students are expected to communicate orally and in writing at a professional level. This includes care in preparation of written materials, responsiveness to guidelines, as well as appropriate skill in language usage. Unedited, misspelled, grammatically incorrect, or carelessly organized work is not appropriate or creditable. The Writing Center is available to all students, and should be contacted promptly by any student whose self-evaluation or faculty evaluation reveals a need to improve skills. Referencing style for all written work is by APA format throughout this curriculum. Instructional materials on this system of referencing are available in the library and through the Purdue Online Writing Lab at http://owl.english.purdue.edu/owl/resource/560/01/. Full referencing is expected in all written work.

Academic integrity: Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Special Accommodations and Adherences
Any student with a documented disability (e.g., physical, learning, visual, psychiatric, hearing, etc.), who needs reasonable accommodation should contact the Hunter College Office of AccesABILITY and notify the professor of any requests for reasonable accommodation at the beginning of the semester.

Professional Conduct: As a professional school, standards of appropriate conduct are expected of students at all times, including in the classroom. Students should refrain from using cell phones or other technology in class except for taking notes.

Dates for Assignments:
Mid-term Assignment: October 18, 2011
Final Assignment: December 13, 2011
Required Texts


Recommended Texts


Unit I (Class 1 & 2) Introduction to Contemporary Clinical Social Work Practice

- Organizational context of clinical practice: Agency purpose and function
- Psychodynamic and family systems approaches as organizing tools for clinical practice with individuals and families
- Review of the person-in-situation: Race, ethnicity, gender, culture and class
- Reexamination of the ecological perspective and the biopsychosocial approach
- Clinical case formulation and treatment planning


Unit II Using Psychodynamic Approaches/Frameworks to Inform Assessment and Intervention

Class 3

- Psychoanalytic treatment: Key concepts and principles


In Further Depth


Class 4 & 5

- Ego psychology: Supportive and modifying interventions
I/O-O/I Chapters 4, 5  Ego psychology, Psychosocial Ego development: The theory of Erik Erikson


**In Further Depth**


Class 6 & 7

- **Attachment and Object relations**

I/O-O/I Chapter 6, 8 Object Relations theory, Attachment theory


In Further Depth


**Class 8 & 9**

- **Self-psychology in clinical practice**

IO/OI Chapter 7  The Theory of Self Psychology


**In Further Depth**


**Unit III Family-Oriented Treatment/Family-Centered Practice**

- Review of basic family therapy constructs
- Comparative view of interventions across some family treatment models: Transgenerational, Structural and Strategic Family Therapy.

**Class 10**

- **Transgenerational Family Therapy**


**In Further Depth**


**Class 11**
- **Structural Family Therapy**  

In Further Depth


**Class 12**
- **Strategic Family Therapy**  

**Unit IV Integration, Critique, and Application**

**Class 13, 14 & 15**


