

# **DIRECT PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS**

*Columbia University School of Social Work  
Section T7102:XXX Fall 2004  
Wednesdays: X:00am - X:00am*

Instructor:  
Office:  
Telephone:  
E-mail:  
Office Hours:

## ***Overview of Course***

### **COURSE DESCRIPTION**

The focus of T7102 is on the knowledge and processes of direct social work practice generic to all theoretical perspectives and modalities of helping. The purpose of the course is to extend and deepen the direct practice knowledge and skills to which students are introduced in the first foundation course (T7100). It is expected that by the second semester of study, students who have completed 300 hours of a field practicum are more able to observe, direct, and monitor their use of self in the intervention process and to begin reflectively analyzing their practice. Emphasis is placed on selecting, carrying out, and evaluating appropriate interventions based on differential assessment of the person/situation dynamic. In addition to the core themes below, several framing commitments are essential aspects of T7102. These include but are not limited to:

- Evidence-based practice
- Critical thinking and decision making
- Cultural competence
- Social work practice ethics

Although the content of T7102 may reiterate some material introduced in T7100, the focus of learning in the second semester is conceptual and analytic, rather than basic familiarity with course content. This represents a progression of learning related to the overall program goals and objectives of the master's curriculum, in which T7102, along with its companion course, T7103; build on ideas and concepts introduced in the first semester. At the core of this progression of learning in the second semester is the development of critical thinking and decision-making skills that can be applied in all aspects of practice.

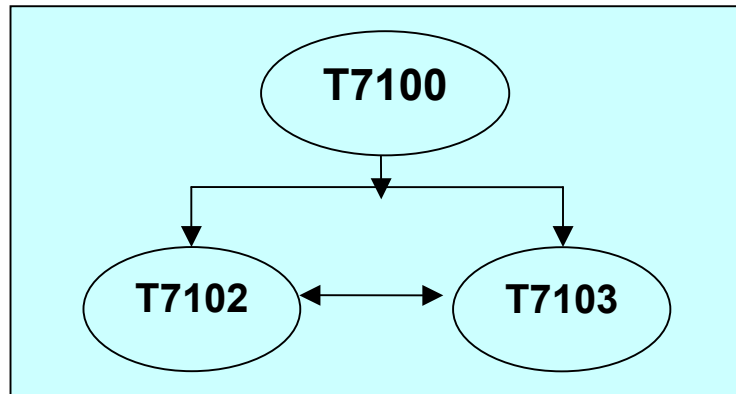
### **CORE THEMES OF T7102**

The following are core themes addressed in the content of this course:

- Modalities of helping – individual, family, and group
- Linking assessment and intervention, including:
  - Introductory differential diagnosis utilizing the DSM-IV TR
  - Introductory psychopharmacology for social workers

- Theoretical frameworks and their application to social work practice
- Practitioner self-awareness and self-evaluation

### RELATIONSHIP OF FOUNDATIONS COURSES



The foundations sequence at the Columbia University School of Social Work (CUSSW) consists of three distinct but interrelated courses. The relational structure between the three courses is depicted in the figure above. The first is T7100. T7100 is designed to be an overview to Social Work Practice. The course provides introductory concepts in working with individuals, families, groups, and communities. Equal attention is placed on both the micro and macro aspects of Social Work practice. Upon completing T7100, students progress to T7102 and T7103. The focus of T7102 is Social Work practice with individuals, families, and groups. The primary emphasis of T7102 is micro practice and is intended to further develop concepts introduced in T7100. The primary focus of T7103 is macro practice. The focus of this course is on organizations, communities, and social policies.

### RELATIONSHIP OF T7102 TO COUNCIL ON SOCIAL WORK EDUCATION (CSWE) ACCREDITATION STANDARDS

As stated in the CSWE Educational Policy and Accreditation Standards, “The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas [values and ethics; diversity; populations-at-risk and economic justice; human behavior and the social environment; social welfare policy and services; social work practice; research; and field education] are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.”

CUSSW’s T7102 course focuses on practice with individuals, families, and groups. The course integrates preliminary concepts acquired in T7100 Foundations – social work values and ethics; diversity; populations-at-risk and economic justice; human behavior and the social environment; social welfare policy and services; generalist social work practice; and research – with a “greater depth, breadth, and specificity” of this knowledge base, as specified in the CSWE Educational Policy and Accreditation Standards. In addition, T7102 aims more advanced concentration toward direct practice with individuals, families, and groups. Specifically, greater attention is devoted to the application of theoretical frameworks to direct practice, linking assessment, intervention, and evaluation, practitioner self-awareness and self-evaluation, the dimension of time in the helping process, and differential diagnosis.

Council on Social Work Education. (2003). *Educational policy and accreditation standards*. Alexandria, VA: Author. Retrieved February 11, 2004 from [http://www.cswe.org/accreditation/EPAS/EPAS\\_start.htm#advanced](http://www.cswe.org/accreditation/EPAS/EPAS_start.htm#advanced)

## RELATIONSHIP OF T7102 TO FIELD EDUCATION

By the completion of the T7102 course, students will be able to demonstrate the following abilities that articulate an integration of the T7100 Foundations and T7102 curricula, and their practical experience:

- Demonstrate a commitment to the social work profession and its basic humanitarian values and practices within the ethical boundaries of the profession;
- Demonstrate an ability to apply theoretical perspectives to human behavior;
- Understand major issues in the delivery of social service at the practicum agency;
- Demonstrate conduct and communication befitting a social work professional;
- Demonstrate competence in work with diverse clients;
- Demonstrate an understanding of issues of social and economic justice and their application in the context of practicum work;
- Have the ability to assess and intervene in client systems;
- Understand how social, agency, and other policies relate to their practicum site; and
- Demonstrate an ability to use supervision to improve his or her practice.

## COURSE OBJECTIVES & EXPECTED OUTCOMES

Students completing the second semester practice course should possess the following capacities as demonstrated in the ways enumerated below:

- ***The ability to apply theory to practice with clients.***

This capacity is demonstrated in the following ways:

1. Ability to apply theoretical approaches to inform assessment and guide selection of appropriate interventions;
2. Ability to identify and apply various skills and techniques congruent with one's theoretical approach to practice;
3. Understanding of time as an influencing factor in the selection of a theoretical approach;
4. Ability to critically analyze theories of social work intervention, including understanding the past and current issues that affect the trend of theoretical applications;

Students will be introduced to four theoretical models in the T7102 course which are used to guide direct practice with individuals, families, and groups. Additional theoretical models may be integrated into the course at the individual instructor's discretion; however, these four models must be included in the core content. These include:

- Cognitive Behavioral
- Psychodynamic
- Family Systems Theories
- Small Group Theories

- ***The ability to think critically about one's own practice and articulate decision-making skills in a conscious, thoughtful manner; utilize evidence appropriately in practice.***

This capacity is demonstrated in the following ways:

1. Ability to make meaning of facts to inform assessment and guide selection of appropriate interventions;
2. Ability to recognize and identify a variety of skills and techniques used in interventions with clients and beginning ability to consciously select from among these;
3. Understanding of time as an influencing factor in the intervention process and the ability to appropriately utilize time-limited approaches to treatment;
4. Ability to consciously review the process of an intervention and a beginning ability to actively shape that process;
5. Beginning ability to identify future steps with clients toward solidifying and maintaining changes achieved through an intervention.

- ***The ability to articulate and apply the knowledge that informs practice.***

This capacity is demonstrated in the following ways:

1. Ability to separate fact from inference in the assessment process;
2. Ability to gather and use foundation knowledge from the social and behavioral sciences in developing assessment;
3. Beginning ability to select potentially effective intervention techniques drawing on existing research and theory and to identify accepted practice in similar cases;
4. Familiarity with individual, family, and group modalities and a beginning understanding of how these may be appropriately used in practice with specific clients and client groups;
5. Beginning ability to critique and draw on relevant findings from research studies to inform all aspects of practice;
6. Understanding of environmental influences on the functioning of individuals, families, groups, and organizations and the role of the social worker in initiating environmental change.

- ***The ability to evaluate the effectiveness of an intervention in relation to the problem and to the strengths, needs, and resources of the client system and of systems in the larger environment.***

This capacity is demonstrated in the following ways:

1. Ability to work interactively with clients to select a problem for work that is appropriate to (1) client needs and capabilities, (2) agency purpose and function, and (3) resources within the client and larger systems;
2. Ability to engage clients in identifying desired intervention outcomes and setting appropriate and measurable goals and objectives;
3. Ability to recognize and evaluate the ethical issues and dilemmas that arise in practice situations;
4. Understanding of methods for monitoring change and demonstrated ability to apply two of these methods in practice.

- ***The ability to be self-observant and self-analytical within all dimensions of direct social work practice.***

This capacity is demonstrated in the following ways:

1. Ability to understand and articulate the transactional process of practice and the student's own contribution to this process;
2. Recognition of the importance of relationship in all forms of interpersonal helping and a beginning ability to intervene actively to shape the helping relationship;
3. Understanding of how cultural values and norms, including the student's own, shape behavior and the influences of these on client-worker transactions;
4. Ability to acknowledge and attend to client-worker difference, whether in race, ethnicity, life cycle stage, socio-economic status, sexual orientation, or physical/mental ability;
5. Understanding of professional ethics and how these are used to guide the subject's practice.

## **COURSE FORMAT**

This course will integrate a variety of teaching methods, including lecture, group discussion and presentations, audio-visual materials, experiential exercises, collaborative learning and role plays. Numerous case examples will be used to provide opportunities for critical analyses of theoretical and practice issues. These modalities are used to encourage an integration of theory and practice. Therefore, students are expected to be active participants in the process and to come to each session prepared to discuss the assigned readings and field experiences which relate to the topic at hand.

## **STUDENT EVALUATION OF THE COURSE**

Student feedback of the course and its instruction is encouraged throughout the semester. A formal evaluation will be completed at the semester's end consistent with the policy of the School of Social Work.

## **EVALUATION OF STUDENT PERFORMANCE**

Your grade will be based on the total points accumulated for the course, as follows:

94 - above	A
90 - 93	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
69 - below	F

## **COURSE REQUIREMENTS**

### **Assignments**

Course requirements are designed to facilitate: (1) integration of theory and field experiences, (2) development of reflective analytical skills for practice, and (3) skills to articulate one's theoretical knowledge and self-awareness.

Assignments must be typewritten (double-spaced in 12-point font with one-inch margins) and free of grammatical, spelling, and typographical errors. References should conform to proper APA bibliographic style. To receive full credit, all work must be submitted on time.

Class participation will be evaluated by attendance, participation in classroom discussions, and class mini-presentations. Participation in discussions will be evaluated on quality of participation rather than quantity (i.e., contribution to discussions are expected to reflect an understanding of assigned readings, critical thinking, application of the material to clinical work, and ability to integrate and build on the contributions of others). Students will be assigned to present summaries of recommended readings or give brief presentations on assigned topics such as use of measurements in practice and cultural competence in clinical practice.

Papers are due at the beginning of class on their stated due date. Papers handed in late without advance approval will be penalized 5 points for each day they are late.

### **The CUSSW Writing Center**

All students are strongly encouraged to utilize the services provided by the CUSSW Writing Center. Consultation with the Writing Center gives you a great chance to improve your writing skills and your class grade. CUSSW Writing Center website: <http://www.columbia.edu/cu/ssw/write/>

**University and school policies regarding accommodations for students with disabilities, religious holidays, incompletes, plagiarism, and students' evaluations of the course and its instruction are adhered to as stated in the CUSSW Student Handbook and the CUSSW Bulletin.**

### **TEXTS**

**[Instructors should note that this is a list of *potential* texts; individual instructors will choose the particular texts they wish to guide their course.]**

Barkley, R.A., Edwards, G.H. & Robin, A.L. (1999). Defiant teens: A clinician's manual for assessment and family intervention. New York: Guilford Publications.

Beck, J. (1995). Cognitive therapy: Basics and beyond. New York: Guilford Press.

Briggs, H.E., & Corcoran, K. (Eds.) (2001). Social work practice: Treating common client problems. Chicago, IL: Lyceum Books.

Corey, M. S., & Corey, G. (2002). Groups: Process and practice (6th ed.). Pacific Grove, CA: Brooks/Cole.

Gambrill, E. (1997). Social work practice: A critical thinker's guide. New York: Oxford University Press.

Goldstein, E. G. (2001). Object relations theory and self psychology in social work practice. New York: The Free Press.

Jordan, C., & Franklin, C. (2003). Clinical assessment for social workers: Quantitative and qualitative methods. (2nd ed.). Chicago, IL: Lyceum Books, Inc.

McMullin, R. (2000). The new handbook of cognitive therapy techniques. New York: W.W. Norton & Company.

Morrison, J. (1995). DSM-IV made easy: The clinician's guide to diagnosis. New York: The Guildford Press.

Preston, J., & Johnson, J. (2003). *Clinical psychopharmacology made ridiculously simple*. (5th ed.). Miami, FL: MedMaster, Inc.

Rosen, A. & Proctor, E.K. (Eds.) (2003). *Developing practice guidelines for social work intervention: Issues, methods, and research agenda*. New York, NY: Columbia University Press.

Selekman, M. (1997). *Solution-focused therapy with children*. New York: Guilford.

## **ADDITIONAL READINGS**

Each week journal articles will be assigned as supplemental readings for the course. All of the readings are located in full-text format via ProQuest.

## **RECOMMENDED SUPPLEMENTAL TEXTS**

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders, DSM-IV-TR* (4th ed., Text Revision). Washington, DC: American Psychiatric Association.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington DC: American Psychological Association.

Boyd-Franklin, N. (1989). *Black families in therapy*. New York: Guilford Press.

Comas-Diaz, L., & Greene, B. (1994). *Women of color: Integrating ethnic and gender identities in psychotherapy*. New York: Guilford.

Devore, W., & Schlesinger, E.G. (1998). *Ethnic-sensitive social work practice* (5th ed.). Boston: Allyn and Bacon.

Falicov, C. (1998). *Latino families in therapy: A guide to multicultural practice*. New York: Guilford.

Gitterman, A. (Ed.). (2001). *Handbook of social work practice with vulnerable and resilient populations*. New York: Columbia University Press.

Laird, J., & Green, R. (1996). *Lesbians and gays in couples and families*. San Francisco, CA: Jossey-Bass.

Lee, E. (Ed.). (1997). *Working with Asian Americans: A guide for clinicians*. New York: Guilford.

Locke, D.C. (1992). *Increasing multicultural understanding*. Newbury Park, CA: Sage.

Meyer, C.H. (1993). *Assessment in social work practice*. New York: Columbia University Press.

Okun, B.F. (1997). *Effective helping: Interviewing and counseling techniques* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Pinderhughes, E. (1989). *Understanding race, ethnicity, and power: The key to efficacy on clinical practice*. New York: The Free Press.

Reid, W.J., & Epstein, L. (Eds.) (1992). *Task strategies: An empirical approach to social work practice*. New York: Columbia University Press.

- Rhodes, M.L. (1991). Ethical dilemmas in social work practice. Milwaukee, WI: Family Service America.
- Ridley, C.R. (1995). Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention. Thousand Oaks, CA: Sage.
- Rooney, R.H. (1992). Strategies for work with involuntary clients. New York: Columbia University Press.
- Ruíz, P. (2000). Ethnicity and Psychopharmacology: Vol. 19. Washington, D.C.: American Psychiatric Press, Inc.
- Simon, B.L. (1994). The empowerment tradition in American social work: A history. New York: Columbia University Press.
- Sue, D., & Sue, D. (2002). Counseling the culturally diverse: Theory and practice (4th ed.). New York: John Wiley & Sons.

## **RECOMMENDED AUDIO & AUDIOVISUAL REFERENCES**

### **Individual:**

#### **CUSSW Video 37, 37A**

##### **“Cristina Pagan”**

“The story about a woman who has retreated into an imaginary world after losing her young daughter. Both Cristina's husband and mother clash on how best to care for her. With the help of a local espiritista, Cristina gains enough strength to let go of her tragic past and set her daughter's spirit free to find rest. Fact or metaphor, the film operates on its own logic, blurring any distinction between the psychological and spiritual. It doesn't seem to matter. What does matter is culture and community.”

1976, 30 minutes, (English/Spanish), Color, 16mm, Directed and Written by Pablo Figueroa.

Film description source:

Escalona, J. (1999). Cristina Pagan. *Nuyorican Cinema: The Films of the Puerto Rican Diaspora*.

Retrieved February 5, 2004, <http://www.prdream.com/pagan.html>

#### **CUSSW Video 45, 45ABC**

##### **“Demonstration of an Initial Interview with a Depressed Woman” – Dr. Aaron T. Beck**

This video "shows a session of Dr. Aaron T. Beck interviewing a female patient on Nov. 3, 1980. It demonstrates the cognitive therapy of depression, reviews the precipitating factors of patient's acute depressive relapse and examines dysfunctional cognition."

1980, 45 minutes, Source: Worldcat.

Video description source: back cover of cassette case

#### **CUSSW Video 47**

##### **“Depression, A Cognitive Therapy Approach” – Dr. Arthur Freeman**

"This program allows the viewer to observe first-hand Dr. Arthur Freeman's techniques as he reenacts highlights from an entire 21-session treatment using classical cognitive therapy principles. The program begins with an initial interview and proceeds through goal-setting to termination. The program illustrates treatment techniques and critical skills."

1995, 60 minutes, Source: Worldcat.

Video description source: back cover of cassette case



**CUSSW Video 282 AB****“Working with the Mandated Client: A Solution-Focused Interview with John Walter, LCSW”**

“This video is a demonstration of working with a solution focus with a mandated client. After a brief introduction of how to use this tape, the video shows the goal construction, reflecting back, and exchange of reflections of concern about his marijuana use. It also includes the beginning of the second session in order for the viewer to observe the follow-up. The video concludes with John Walter presenting his framework of how to work with mandated clients.”

1997, 57 minutes, Source: Worldcat.

Video description source: back cover of cassette case

**Family:****CUSSW Video 26, 26B****“Clinical Dilemmas in Marriage: The Search for Equal Partnership” – Betty Carter**

“This video is in the groundbreaking video series in which Betty Carter--an internationally renowned therapist, teacher, and author--shows therapists how to address gender, money, and power in clinical work with couples in crisis. Clinical vignettes portraying moving counseling sessions with two couples in crisis richly illustrate Carter's innovative approaches for: Conducting brief assessments using her multicontextual framework, which takes into account family lifecycle, family of origin, and sociocultural factors; helping two-income couples to uncover, examine, and address "hidden" issues of gender, money, and power in their relationships; making appropriate, meaningful therapeutic interventions; and coming up with workable solutions for resolving conflict and arriving at mutually desirable arrangements in home life, work life, and child rearing.”

1993, 44 minutes, Source: Guilford Publications.

Video description source: Retrieved April 6, 2004, [http://www.guilford.com/cgi-bin/cartscript.cgi?page=videos/carter2.htm&cart\\_id=254769.4229](http://www.guilford.com/cgi-bin/cartscript.cgi?page=videos/carter2.htm&cart_id=254769.4229)

**CUSSW Video 41****“Constructing the Multigenerational Family”**

This program "describes how to construct the multigenerational genogram and its importance in family therapy." Menninger Video Productions.

1983, 31 minutes, Source: Worldcat.

Video description source: back cover of cassette case

**CUSSW Video 55, 55B****“Empowering Families”**

This film examines "the activities relating to self-help, advocacy, and issue-oriented groups stemming from family concerns. Also indicates that many families can help themselves in a more informal fashion.”

1985, 29 minutes, Source: Worldcat.

Video description source: back cover of cassette case

**CUSSW Video 62, 62A****“Family Systems Therapy with an Individual”**

"This program demonstrates how a family systems therapist conducts the first two sessions of therapy with an individual. The therapist's assessment of the presenting problem in context; the construction and use of the multigenerational family genogram; the use of systemic questioning; and the provision of systemic feedback to the client - all key elements of a successful therapeutic beginning from a family system approach - are illustrated by a detailed clinical vignette." Menninger Video Productions.

1989, 49 minutes, Source: Worldcat.

Video description source: back cover of cassette case

**CUSSW Video 161, 161ABC****“Tres Madres, Structural Therapy with an Anglo-Hispanic Family”**

“This is a four generational family with a female line from great- grandmother to great-granddaughter. Lori, the mother, is in her third marriage. She brings one eight year old daughter (by her first marriage) and a four year old daughter (by her second marriage), to this current union with David, a Mexican American of recent U.S. citizenship. Harry Aponte’s skillful involvement with this family helps us see the relationship between the presenting symptom (the daughter’s unexplained crying and sleepwalking) and the way this family system is organized.”

This is a videotaped counseling session with an Anglo/Hispanic family addressing the important family issues and problems while presenting an approach to structural therapy.

1990, 59 minutes, Source: Worldcat.

Video description source:

Retrieved February 5, 2004 from <http://www.goldentriadfilms.com/films/aponte.htm>

**CUSSW Video 314****“Family Therapy with the Experts: Structural Therapy with Dr. Harry Aponte”**

“In this video, Harry Aponte assists a troubled couple to break some long standing patterns in their family life. Although changes appear subtle, the end result is powerful and visible.”

2000, 115 minutes, Source: Allyn & Bacon.

Video description source: back cover of cassette case

**CUSSW Video 315****“Family Therapy with the Experts: Behavioral Therapy with Dr. Richard Stuart**

“Behavioral therapy encourages social skills training. Dr. Stuart uses a structured interview to assess a couple’s strengths and weaknesses and provides behavioral assignments to help build better relationships.”

2000, 113 minutes, Source: Allyn & Bacon.

Video description source: back cover of cassette case

**CUSSW Video 316****“Family Therapy with the Experts: Empowerment Therapy with Dr. Frank Pittman”**

“In this video, Pitman employs his “empowerment therapy” to help a couple who are having communication problems. Dr. Pittman helps them to see how their attempts to solves their problem very much alive.”

2001, Source: Allyn & Bacon.

Video description source: back cover of cassette case

**Group:****CUSSW Video 129****“Reflections on Group Work (Reflections of Social Work with Groups): Sessions 1-4”****CUSSW Video 128****“Reflections on Group Work (Reflections on Social Work with Groups): Sessions 5-8”**

These are “a resource aid for the teaching of group social work (Group leader, Mel Goldstein). The members of the group are residents of the drug free therapeutic community, APPLE (A Planned Program for Life Enrichment).” Apple Institute.

1993, 2 videos/236 minutes, Source: Worldcat.

Video description source: back cover of cassette case

**CUSSW Video 166, 166ABC****“Understanding Group Psychotherapy - Process and Practice: Vol. II, Inpatients” – Dr. I.D. Yalom**

“Dr. Yalom demonstrates his ‘here and now’ approach in a therapy group in an acute inpatient psychiatric ward of a general hospital. He helps patients break through their isolation and avoid practices that might lead to the failure of the group session. The patients are actors, but the situations and dialogue are drawn from Dr. Yalom’s experience with real patients. With commentary by Dr. Yalom.”

1990, 2 videos/140 minutes, Source: Worldcat.  
Video description source: back cover of cassette case

**CUSSW Video 167, 167AB**

**“Understanding Group Psychotherapy - Process and Practice: Vol. I, Outpatients” – Dr. I.D. Yalom**

“Dr. Yalom, professor of psychiatry at the Stanford University School of Medicine, leads simulations (based on real sessions) of outpatient and of inpatient group therapy sessions. He offers commentary on the situations depicted and the techniques used. In the last program he discusses his existential perspective on group psychotherapy and other aspects of the therapeutic process and offers insights into the training of group therapists.”

1990, 2 videos/140 minutes, Source: Worldcat.  
Video description source: back cover of cassette case

**CUSSW Video 168**

**“Understanding Group Psychotherapy - Process and Practice: Vol. III, An Interview” – Dr. I.D. Yalom**

“In the first 4 programs, Dr. Yalom, professor of psychiatry at the Stanford University School of Medicine, leads simulations (based on real sessions) of outpatient and of inpatient group therapy sessions. He offers commentary on the situations depicted and the techniques used. In the last program, he discusses his existential perspective on group psychotherapy and other aspects of the therapeutic process and offers insights into the training of group therapists.”

1990, 1 video/40 minutes, Source: Worldcat.  
Video description source: back cover of cassette case

## **INTERNET RESOURCES**

Social Work-Related Bibliographic Resources

[http://www.columbia.edu/cu/ssw/eresources/On-Line resources.htm](http://www.columbia.edu/cu/ssw/eresources/On-Line%20resources.htm)

NASW Listing of Social Work Related Periodicals

<http://www.columbia.edu/cu/ssw/eresources/NASWlisting.html>

APA Publication Manual Crib Sheet

<http://www.wooster.edu/psychology/apa-crib.html>

## **COURSE SCHEDULE:**

<b><u>SESSION</u></b>	<b><u>DATE</u></b>	<b><u>TOPIC</u></b>
Session 1:		Introduction and Course Overview
Session 2:		Evidence-Based Practice and Critical Thinking
Session 3:		Practitioner Self-Awareness & Self-Evaluation of Practice
Session 4:		Linking Assessment & Treatment
Session 5:		Linking Assessment & Treatment
Session 6:		Modalities of Helping Interventions with Individuals
Session 7:		Modalities of Helping Interventions with Individuals
Session 8:		Modalities of Helping Interventions with Individuals
Session 9:		Modalities of Helping Interventions with Families
Session 10:		Modalities of Helping Interventions with Families
Session 11:		Modalities of Helping Interventions with Families
Session 12:		Ending – Terminating the Therapeutic Partnership
Session 13:		Modalities of Helping Interventions with Groups
Session 14:		Modalities of Helping Interventions with Groups
Session 15:		Modalities of Helping Interventions with Groups

## **Session 1: Introduction and Course Overview**

- Coady, N.F. (2002). The worker-client relationship revisited. *Families in Society: The Journal of Contemporary Human Services*, 74(5), 291-300.
- Logan, S.L., & Chambers, D.R. (1987). Practice considerations for starting where the client is. *Arete*, 12(2), 1-11.
- Petr, C.G. (1988). The worker-client relationship: A general systems perspective. *Social Casework*, 69(1), 620-626.
- Proctor, E.K. (1982). Defining the worker-client relationship. *Social Work*, 27(5), 430-435.
- Ribner, D.S., & Knei-Paz, C. (2002). Client's view of a successful helping relationship. *Social Work*, 47(4), 379-387.

## **Session 2: Evidence Based Practice and Critical Thinking**

- Barratt, M. (2003). Organizational support for evidence-based practice within child and family social work: A collaborative study. *Child and Family Social Work*, 8(2), 143-150.
- Proctor, E. (2003). Evidence for practice: Challenges, opportunities, and access. *Social Work Research*, 27(4), 195-196.
- Pollio, D.E. (2002). The evidence-based group worker. *Social Work with Groups*, 25(4), 57-70.
- Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. *Families in Society*, 80(4), 341-350.
- Rosen, A. (2003). Evidence-based social work practice: Challenges and promise. *Social Work Research*, 27(4), 197-208.
- Sheldon, B. (2001). The validity of evidence-based practice in social work: A reply to Stephen Webb. *The British Journal of Social Work*, 31(5), 801-809.
- Webb, S.A. (2001). Some considerations on the validity of evidence-based practice in social work. *British Journal of Social Work*, 31(1), 57-79.
- Witkin, S.L., & Harrison, W.D. (2001). Whose evidence and for what purpose? *Social Work*, 46(4), 293-296.

## **Session 3: Practitioner Self-Awareness and Self-Evaluation**

- Abramson, M. (1996). Reflections on knowing oneself ethically: Toward a working framework for social work practice. *Families in Society*, 77(4), 195-202.
- Elks, M.A., & Kirkhart, K.E. (1993). Evaluating effectiveness from the practitioner perspective. *Social Work*, 38(5), 554-63.
- Harris, M.S. (1997). Developing self-awareness/racial identity with graduate social work students. *Smith College Studies in Social Work*, 67(3), 587-607.

- Kondrat, M.E. (1999). Who is the "self" in self-aware: Professional self-awareness from a critical theory perspective. *Social Service Review*, 73(4), 451-477.
- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 201-212.
- Reamer, F.G. (1998). The evolution of social work ethics. *Social Work*, 43(6), 488-500.
- Reamer, F.G. (2000). The social work ethics audit: A risk-management strategy. *Social Work*, 45(4), 355-366.
- Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133.
- Strom-Gottfried, K. (1999). Professional boundaries: An analysis of violations by social workers. *Families in Society*, 80(5), 439-449.

#### **Session 4: Linking Assessment & Treatment**

- Beutler, L.E., & Malik, M.L. (2002). Diagnosis and treatment guidelines: The example of depression. In L.E. Beutler, & M.L. Malik (Eds.), *Rethinking the DSM: A psychological perspective*. Washington, D.C.: American Psychiatric Association.
- Cannon, M., Huttunen, M., & Murray, R. (2002). The developmental etiology of psychiatric disorders. In M.T. Tsuang, & M. Tohen (Eds.), *Textbook in psychiatric epidemiology* (2<sup>nd</sup> ed.), (pp. 239-255). New York: Wiley-Liss, Inc.
- Levine, J.E. (2000). Is the biopsychosocial perspective applied to practice? A study of ADHD assessment and intervention. *Smith College Studies in Social Work*, 70(2), 255-269.
- Low, G., & Organista, K.C. (2000). Latinas and sexual assault: Towards culturally sensitive assessment and intervention. *Journal of Multicultural Social Work*, 8(1/2), 131-157.
- Parker, M.W., Call, V.R.A., Toseland, R., Vaitkus, M., Roff, L., & Martin, J.A. (2002). Employed women and their aging family convoys: A life course model of parent care assessment and intervention. *Journal of Gerontological Social Work*, 40(1/2), 101-121.
- Raines, J.C. (2002). Brainstorming hypotheses for functional behavioral assessment: The link to effective behavioral intervention plans. *School Social Work Journal*, 26(2), 30-45.
- Rigazio-DiGilio, S.A. (1997). From microscopes to holograms: Client development within a constructivist paradigm. In T.L. Sexton, & B.L. Griffin (Eds.), *Constructivist thinking in counseling practice, research, and training*. New York: Teachers College Press.
- Ronen, T. (2001). Collaboration on critical questions in child psychotherapy: A model linking referral, assessment, intervention, and evaluation. *Journal of Social Work Education*, 37(1), 91-110.
- Snowden, L.R. (2003). Bias in mental health assessment and intervention: Theory and evidence. *American Journal of Public Health*, 93(2), 239-243.

## **Session 5: Linking Assessment & Treatment**

- Bishop, S.M., & Lynn, A.G. (1983). Multi-level vulnerability of adolescent marriages: An eco-system model for clinical assessment and intervention. *Journal of Marital and Family Therapy*, 9(3), 271-82.
- Beaudoin, E. (1991). Assessment and intervention with chemically dependent students. *Social Work in Education*, 13(2), 78-89.
- Dziegielewska, S.F. (1998). Psychopharmacology and social work practice: Introduction. *Research on Social Work Practice*, 8(4), 371-383.
- Epstein, N. (1986). Cognitive marital therapy: Multi-level assessment and intervention. *Journal of Rational Emotive Therapy*, 4(1), 68-81.
- Harper, G. (2001). Cultural influences on diagnosis. *Cultural and Societal Influences in Child and Adolescent Psychiatry*, 10(4), 711-729.
- Lin, K. (1997). Personality and personality disorder in the context of culture. *Transcultural Psychiatry*, 34(4), 480-488.
- Mezzich, J.E., Berganza, C.E., & Ruiperez, M.A. (2001). Culture in DSM-IV, ICD-10, and evolving diagnostic systems. *Cultural Psychiatry: International Perspectives*, 24(3), 407-419.
- Schwartz, S., & Wood, H.V. (1991). Clinical assessment and intervention with shoplifters. *Social Work*, 36(3), 234-38.
- Smart, D.W., & Smart, J.F. (1997). DSM-IV and culturally sensitive diagnosis: Some observations for counselors. *Journal of Counseling and Development*, 75, 392-398.
- Weingarten, H., & Leas, S. (1987). Levels of Marital Conflict Model: A guide to assessment and intervention in troubled marriages. *American Journal of Orthopsychiatry*, 57(3), 407-17.

## **Session 6: Modalities of Helping – Individuals**

- Bradshaw, W. (1997). Evaluating cognitive-behavioral treatment of schizophrenia: Four single-case studies. *Research on Social Work Practice*, 7(4), 419-445.
- Bentley, K.J. (1998). Psychopharmacological treatment of schizophrenia: What social workers need to know. *Research on Social Work Practice*, 8(4), 384-405.
- Burgos, N.M., Lennon, M.C., Bravo, M., & Guzman, J. (1995). Depressive symptomatology in single women heads of households in Puerto Rico: A comparative analysis. *Women and Health*, 23(3), 1-18.
- Deblinger, E., McLeer, S.V., & Henry, D. (1990). Cognitive behavioral treatment for sexually abused children suffering post-traumatic stress: Preliminary findings. *Journal of the American Academy of Child and Adolescent Psychiatry*, 29(5), 747-752.
- DiCarlo, M., Gibbons, J.L., Kaminsky, D.C., Wright, J.D., & Stiles, D.A. (2000). Street children's drawings: Windows into their life circumstances and aspirations. *International Social Work*, 43(1), 107-120.
- Dlamini, P., & Julia, M. (1993). South African women and the role of social work: Wathint' abafazi wathint' imbokodo (provoke women and you've struck a rock). *International Social Work*, 36(4), 341-355.

- Ejaz, F.K. (1989). The nature of casework practice in India: A study of social workers' perceptions in Bombay. *International Social Work*, 32(1), 25-38.
- Ferguson, K.L., & Rodway, M.R. (1994). Cognitive behavioral treatment of perfectionism: Initial evaluation studies. *Research on Social Work Practice*, 4(3), 283-308.
- Hall, P.L., & Tarrier, N. (2003). The cognitive-behavioural treatment of low self-esteem in psychotic patients: A pilot study. *Behaviour Research and Therapy*, 41(3), 317-332.
- Kaplan, M.S., Morales, M., Becker, J.V. (1993). The impact of verbal satiation on adolescent sex offenders: A preliminary report. *Journal of Child Sexual Abuse*, 2(3), 81-88.
- Michelson, L., Marchione, K., Greenwald, M., Glanz, L., Testa, S., & Marchione, N. (1990). Panic disorder: Cognitive-behavioral treatment. *Behaviour Research and Therapy*, 28(2), 141-152.

### **Session 7: Modalities of Helping – Individuals**

- Bonner, C.E. (2002). Psychoanalytic theory and diverse populations: Reflections on old practices and new understandings. *Psychoanalytic Social Work*, 9(2), 61-70.
- Browne, K.O., Saunders, D.G., & Staecker, K.M. (1997). Process-psychodynamic groups for men who batter: A brief treatment model. *Families in Society*, 78(3), 265-271.
- Cohen, C. (2000). Object relations theory: Cultural and social implications for psychotherapy with individuals who are deaf. *Smith College Studies in Social Work*, 71(1), 35-49.
- Cohen, J.A., Mannarino, A.P., & Rogal, S. (2001). Treatment practices for childhood posttraumatic stress disorder. *Child Abuse and Neglect*, 25(1), 123-135.
- Dean, R.G. (2002). Teaching contemporary psychodynamic theory for contemporary social work practice. *Smith College Studies in Social Work*, 73(1), 11-27.
- Fineran, S., Bennett, L., & Sacco, T. (2003). Peer sexual violence among adolescents in Johannesburg and Chicago. *International Social Work*, 46(3), 387-401.
- Fitzpatrick, T.R., & Freed, A.O. (2000). Older Russian immigrants to the USA: Their utilization of health services. *International Social Work*, 43(3), 305-323.
- Harvey, A.R. (1995). The issue of skin color in psychotherapy with African Americans. *Families in Society*, 76(1), 3-10.
- Kissman, K., & Maurer, L. (2002). East meets West: Therapeutic aspects of spirituality in health, mental health, and addiction recovery. *International Social Work*, 45(1), 35-43.
- Kolb, P.J. (1999). A stage of migration approach to understanding nursing home placement in Latino families. *Journal of Multicultural Social Work*, 7(3/4), 95-112.
- Stone, N. (1999). Developmental perspectives in brief treatment of gay youth. *Psychoanalytic Social Work*, 6(3/4), 145-159.



## **Session 8: Modalities of Helping- Individuals**

- Berzoff, J. (2003). Psychodynamic theories in grief and bereavement. *Smith College Studies in Social Work*, 73(3), 273-298.
- Heller, N.R., & Northcut, T.B. (1996). Utilizing cognitive-behavioral techniques in psychodynamic practice with clients diagnosed as borderline. *Clinical Social Work Journal*, 24(2), 203-15.
- Everett, J.E. (1997). Theoretical, policy, research and clinical perspectives for social work practice with African Americans. *Smith College Studies in Social Work*, 67(3), 255-259.
- Greene, B. (1997). Psychotherapy with African American women: Integrating feminist and psychodynamic models. *Smith College Studies in Social Work*, 67(3), 299-322.
- Leavitt, K.S. (2003). Complex trauma treatment in the Republic of Georgia: Stemming the contagion of psychopolitical trauma across the continuum of care. *Smith College Studies in Social Work*, 73(2), 175-188.
- Rizzini, I., & Lusk, M.W. (1995). Children in the streets: Latin America's lost generation. *Children and Youth Services Review*, 17(3), 391-400.
- Soliman, H.H. (1999). Post-traumatic stress disorder: Treatment outcomes for a Kuwaiti child. *International Social Work*, 42(2), 163-175.
- Wade, J.C. (1994). African American fathers and sons: Social, historical, and psychological considerations. *Families in Society*, 75(9), 561-70.

## **Session 9: Modalities of Helping – Families**

- Bentley, K.J., Rosensen, M.K., & Zito, J. (1990). Promoting medication compliance: Strategies for working with families of mentally ill people. *Social Work*, 35(3), 274-277.
- Cohen, D. (1999). Family systems and caregiving: Opportunities for research and application in the new millennium. *Journal of Mental Health and Aging*, 5(3), 203-205.
- Dankoski, M.E. (2001). Pulling on the heart strings: An emotionally focused approach to family life cycle transitions. *Journal of Marital and Family Therapy*, 27(2), 177-187.
- Hackl, K.L., Somlai, A.M., Kelly, J.A., & Kalichman, S.C. (1997). Women living with HIV/AIDS: The dual challenge of being a patient and caregiver. *Health and Social Work*, 22(1), 53-62.
- Helton, L.R. (1994). Strengthening efforts for a family systems approach in early intervention with disabled infants and toddlers. *Social Work in Education*, 16(4), 241-50.
- Lee, M.Y., Law, C.K., & Tam, K.K. (1999). Parenthood and life satisfaction: A comparison of single- and dual-parent families in Hong Kong. *International Social Work*, 42(2), 139-162.
- Lesar, S., Maldonado, Y.A. (1997). The impact of children with HIV infection on the family system. *Families in Society*, 78(3), 272-279.
- Shapiro, V., Shapiro, J., & Paret, I. (2001). International adoption and the formation or new family attachment. *Smith College Studies in Social Work*, 71(3), 389-418.

Tolley, N.S. (1994). Oncology social work, family systems theory, and workplace consultations. *Health and Social Work, 19*(3), 227-230.

Walton, E., & Smith, C. (1999). The genogram: A tool for assessment and intervention in child welfare. *Journal of Family Social Work, 3*(3), 3-20.

Wark, L., Thomas, M., & Peterson, S. (2001). Internal family systems therapy for children in family therapy. *Journal of Marital and Family Therapy, 27*(2), 189-200.

### **Session 10: Modalities of Helping – Families**

Altshuler, S.J. (1999). Constructing genograms with children in care: Implications for casework practice. *Child Welfare, 78*(6), 777-790.

Becvar, D.S. (1995). Family therapy in the social work curriculum: Fit or misfit? *Journal of Family Social Work, 1*(2), 43-55.

Bernier, J.C., & Siegel, D.H. (1994). Attention deficit hyperactivity disorder: A family and ecological systems perspective. *Families in Society, 75*(3), 142-51.

Erera, P.I., & Fredriksen, K. (1999). Lesbian stepfamilies: A unique family structure. *Families in Society, 80*(3), 263-270.

Griff, M.D. (1999). Intergenerational play therapy: The influence of grandparents in family systems. *Child and Youth Services, 20*(1/2), 63-76.

Killian, K.D. (1994). Fearing fat: A literature review of family systems understandings and treatments of anorexia and bulimia. *Family Relations, 43*(3), 311-318.

Rosenson, M.K. (1993). Social work and the right of psychiatric patients to refuse medication: A family advocate's response. *Social Work, 38*(1), 107-112.

### **Session 11: Modalities of Helping – Families**

Coady, N.F. (1993). An argument for generalist social work practice with families versus family systems therapy. *Canadian Social Work Review, 10*(1), 27-42.

Henry, C.S., Stephenson, A.L., Hanson, M.F., & Hargett, W. (1993). Adolescent suicide families: An ecological approach. *Adolescence, 28*(110), 292-308.

Kelley, P. (1992). The application of family systems theory to mental health services for Southeast Asian refugees. *Journal of Multicultural Social Work, 2*(1), 1-13.

Kivett, V.R. (1993). Racial comparisons of the grandmother role: Implications for strengthening the family support system of older Black women. *Family Relations, 42*(2), 165-172.

Sipe, J.W., & Doherty, W.J. (1993). What they don't teach in graduate school: Family systems research in the real world. *American Journal of Family Therapy, 21*(2), 99-110.

## **Session 12: Endings – Terminating the Therapeutic Partnership**

- Anthony, S., & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26(3), 281-296.
- Bembry, J.X., & Ericson, C. (1999). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal*, 16(3), 177-189.
- Dixon, D.R. (1997). The ultimate termination: A dialogue. *Reflections*, 3(3), 27-32.
- Harrigan, M.P., Fauri, D.P., & Netting, F.E. (1998). Termination: Extending the concept for macro social work practice. *Journal of Sociology and Social Welfare*, 25(4), 61-80.
- Kacen, L. (1999). Anxiety levels, group characteristics, and members' behavior in the termination stage of support groups for patients recovering from heart attacks. *Research on Social Work Practice*, 9(6), 656-672.
- Mirabito, D.M. (2001). Mining treatment termination data in an adolescent mental health service: A quantitative study. *Social Work in Health Care*, 33(3/4), 71-90.
- Walsh, J., & Meyersohn, K. (2001). Ending clinical relationships with people with schizophrenia. *Health and Social Work*, 26(3), 188-195.

## **Session 13: Modalities of Helping – Groups**

- Gitterman, A. (1989). Building mutual support in groups. *Social Work with Groups*, 12(2), 5-21.
- Kacen, L., & Sofer, G. (1997). Support groups as 'shock absorbers' in periods of transition: A case study of groups for parents of soldiers in Israel. *International Social Work*, 40(3), 277-288.
- Macgowan, M.J. (2003). Increasing engagement in groups: A measurement based approach. *Social Work with Groups*, 26(1), 5-28.
- Saino, M. (2003). A new language for groups: Multilingual and multiethnic group work. *Social Work with Groups*, 26(1), 69-82.
- Saulnier, C.F. (2003). Goal setting process: Supporting choice in a feminist group for women with alcohol problems. *Social Work with Groups*, 26(1), 47-68.
- Wituk, S.A., Tiemeyer, S., Commer, A., Warren, M., & Meissen, G. (2003). Starting self-help groups: Empowering roles for social workers. *Social Work with Groups*, 26(1), 83-92.

## **Session 14: Modalities of Helping – Groups**

- Diaz, T.P. (2002). Group work from an Asian Pacific Island perspective: Making connections between group worker ethnicity and practice. *Social Work with Groups*, 25(3), 43-60.
- Gitterman, A., & Wayne, J. (2003). Turning points in group life: Using high-tension moments to promote group purpose and mutual aid. *Families in Society*, 84(3), 433-440.
- Kosoff, S. (2003). Single session groups: Applications and areas of expertise. *Social Work with Groups*, 26(1), 29-45.

Mishna, F., & Muskat, B. (2001). Social group work for young offenders with learning disabilities. *Social Work with Groups*, 24(3/4), 11-31.

Pollio, D.E. (2002). The evidence-based group worker. *Social Work with Groups*, 25(4), 57-70.

### **Session 15: Modalities of Helping – Groups**

Jones, L.V., & Hodges, V.G. (2001). Enhancing psychosocial competence among Black women: A psycho-educational group model approach. *Social Work with Groups*, 24(3/4), 33-52.

Lee, M.Y., & Gaucher, R. (2000). Group treatment for dually diagnosed adolescents: An empowerment-based approach. *Social Work with Groups*, 23(2), 55-78.

Mok, B.H. (2001). The effectiveness of self-help groups in a Chinese context. *Social Work with Groups*, 24(2), 69-89.

Pandya, V., & Gingerich, W.J. (2002). Group therapy intervention for male batterers: A microethnographic study. *Health and Social Work*, 27(1), 47-55.

Rice, A.H. (2001). Evaluating brief structured group treatment of depression. *Research on Social Work Practice*, 11(1), 53-78.

Springer, D.W., Lynch, C., & Rubin, A. (2000). Effects of a solution-focused mutual aid group for Hispanic children of incarcerated parents. *Child and Adolescent Social Work Journal*, 17(6), 431-442.

Washington, O.G.M., & Moxley, D.P. (2003). Group interventions with low-income African American women recovering from chemical dependency. *Health and Social Work*, 28(2), 146-156.