

**SIMMONS COLLEGE SCHOOL OF SOCIAL WORK
FALL 2010**

SW 424: Advanced Clinical Practice
Wednesdays 6:00-8:00pm
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Materials for the Course

Course syllabus and materials are available on the course website on WebCT Vista. Go to <http://learning.simmons.edu>. Click Simmons College, then click the appropriate course number and section. Your user name is your Simmons Username and your password is your Simmons ID number. Most journal articles and some book chapters can be accessed electronically through the library reserve link on WebCT Vista. Materials not posted on e-learning including some books from which chapters are assigned and some journals are on reserve in the library and can only be accessed by going there. For difficulties with e-learning retrieval please contact jennifer.warner@simmons.edu or at ext. 2779.

Textbooks:

Required:

- Hoyt, M. F. (Ed.) (1997). *Constructive therapies: Volume 1* (Paperback edition). New York: Guilford Press
- McWilliams, N. (1999). *Psychoanalytic case Formulation*. New York: Guilford Press.

Recommended:

- Brandell, J. R. (Ed.) (2010). *The theory and Practice of Clinical Social Work, 2nd Edition*, Thousand Oaks, CA: Sage Publications

Course Description

Contemporary clinical social work practice is ever evolving and is shaped by a number of stakeholders. Within this context of transition and change sound clinical social work practice is culturally responsive, flexible, and demonstrably effective and when appropriate, community-based. As “clinician-activists”, social worker clinical practitioners are expected to not only help clients become aware of and understand maladaptive psychological and social, intra-psychic and interpersonal patterns, but also help clients become aware of, and change, the social, economic and political systems, institutions and conditions that oppress both client and provider in their communities.

Simmons’ approaches clinical social work practice from a multiple theoretical perspective. In the foundation-year social work practice course students are expected to have mastered the ecological perspective of person-in-environment and the transactions that occur between these systems. Building on the ecological perspective, students were exposed to a model of problem analysis informed by a social justice perspective, developed by Freire, which encompasses both political and personal aspects of change. Other practice frameworks/theoretical perspectives that students were exposed to in the foundation year included an empowerment/strengths perspective, psychodynamic, cognitive-behavioral, and systemic/narrative approaches to practice.

Building on foundational knowledge and skills mastered from the first year social work practice course, the ACP course will have four foci: 1) professional use of self; the professional/therapeutic relationship; 3) continued development and refinement of more sophisticated assessment skills; and 4) mastery of brief/time-effective approaches to intervention/treatment. The practice frameworks/theoretical perspectives selected reflect different ways of gathering, organizing and reflecting on pertinent information. Each approach leads to distinct ways of conceptualizing issues and co-constructing intervention plans with clients. Additionally, each practice framework has strengths and weaknesses that indicate usefulness contingent on situation, acceptability by the client, and prior research. Our goal is for students to acquire skill sets related to a variety of practice frameworks/theoretical perspectives and to learn how to decide which particular approach is most beneficial for each specific client in achieving positive outcomes.

While all sections of the course share a common outline for the syllabus, books, readings and written assignments, each professor will shape her/his section to meet the specific needs of the classroom. As a result there may be some slight variation in articles assigned and exercises expected to be completed. Students have access to the entire bibliography for the course and not every reading will be assigned. It is provided to you to pursue your own interest or needs. Instructors will use a variety of mini-lectures, role-play, case presentations, process-recordings, videos, and standardized cases to demonstrate different models and see the ways that different social and behavioral theories lead to particular ways of intervening. Given the changing demographics of U.S. society there is a particular emphasis on cross cultural understanding and on work with clients across the age spectrum.

Council on Social Work Education (CSWE) Core Competencies:

In keeping with CSWE accreditation expectations this course will primarily address four of the ten CSWE competencies. While the course focuses on these four, as an advanced year student it is expected that you have developing mastery of the other competencies not specified in this syllabus.

2.1.10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

2.1.7: Apply knowledge of human behavior and the social environment

2.1.4: Engage diversity and differences in practice.

2.1.3: Apply critical thinking to inform and communicate professional judgments.

Course Objectives

It is expected that by the end of Advanced Clinical Practice, students will demonstrate a more sophisticated analysis of the complexity of clinical work. Students will demonstrate maturing skills of assessment, complex understanding of formulation, and the process of clinical work, the importance of the therapeutic/professional relationship and the challenges of diversity, ethics and social justice. These objectives concretize the CSWE Core Competencies. Students will demonstrate the capacity to:

1. Organize and write a coherent bio-psycho-social assessment that contains a succinct formulation of a clinical situation using multiple perspectives. This includes co-creating an agreed-upon contract for services; identifying interventions at individual, cultural and

- systemic levels; justifying the choice of intervention based on evidence-based/informed practices and co-developing and utilizing a plan to evaluate the effectiveness of the work.
2. Articulate the shared and distinct components of social and behavioral theory and practice frameworks.
 3. Ability to identify the practice frameworks/theoretical approaches you are using in your work with a client, to articulate the clinical indications for those approaches and to reflect/critique the ongoing process and interventions that flow from these approaches; and to identify how skills chosen are rooted in the practice frameworks/theoretical approaches you are making use of.
 4. Examine the professional/therapeutic relationship and to conceptualize the work therapeutically whatever the clinical role is: case manager, broker, advocate, mediator, counselor, therapist and how to apply theory and use practice skills differentially.
 5. Thoughtfully and plan-fully make use of evidenced based/informed practices to inform intervention/treatment selection and to understand that evidenced based/informed practice is an iterative process by which the practitioner is building further evidenced-based/informed practices.
 6. Present and discuss a piece of ongoing work, identifying the theories of behavior and practice frameworks and assumptions that inform the therapeutic work; critically evaluate the social-behavioral theories and practice frameworks used and demonstrate their relevance to the presented work.
 7. Develop a sophisticated awareness of the social identities of both client and practitioner (intersectionality) and how these identities interact and mediate the clinical work and relationship. This demonstrates an understanding of clients' and providers' culturally informed meanings, an awareness of their own cultural positions and attitudes, and the ways these intersect and affect the work.
 8. Understand social work practice as an agency-based profession, requiring an awareness and sensitivity to the power dynamics whereby key stakeholders impact the clinical relationship by having multiple and often conflicting goals. Students will demonstrate an ability to maintain a collaborative subject to subject stance with clients and all involved systems.
 9. Identify ethical dilemmas and issues of social justice in social work practice and demonstrate an understanding of ways of creating more "just" possibilities for clients. Students will understand the distinctions between codes of ethics, law and personal values.

Evaluation of Student Performance

Throughout the semester students will be expected to master the content of the readings and then apply this to practice. Assessment of mastery of the readings will occur through class discussions and in all written assignments. It is the student's responsibility to demonstrate familiarity with assigned readings. Students are encouraged for their own learning and in preparation for class discussion to prepare a short paragraph on the readings identifying three

important concepts learned, (from each article/chapter) or further questions that are raised by the reading.

Attendance is an expectation in graduate school. More than one absence will adversely influence the evaluation of a student's performance and grade. Students are expected to let their faculty know when they are unable to be in class. Punctuality is part of your professional behavior. Please inform your instructor if you may be late and if you must be late, please enter the class quietly and with minimal disruption.

There will be two major written assignments. Instruction for the written assignments are available on the elearning site. Written communication is an expected competence of the clinical social work practitioner. Grammar and organizational coherence of the written assignments are expected. Both papers should be written in APA style. Students will also be asked to do a brief (5-10 minute) case presentation during the semester. Evaluation of students' performance will be based on: Class participation (including attendance, presentation, participation in large class discussions and small group work) (35%) and written assignments (1st-25%, 2nd-40%)

Statement on Disabilities

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class contact Timothy Rodger, associate director in the Academic Support Center ext. 521-2470 or timothy.rodger@simmons.edu the beginning of the semester. Students requesting accommodation must do so **each** semester. Students with disabilities receiving accommodations are also encouraged to contact their instructors within the first 2 weeks of the semester to discuss their individual needs for accommodation and to inform their advisor.

Citations for References Used in Written Work

All citations for references used in written work and all reference lists must follow the American Psychological Association Manual, Sixth Edition (2009). Failure to do so may affect your grade. We recommend that students purchase the APA Manual. The APA Manual is also on reserve in the Beatley Library. You will have also received from your foundation year research course a brief summary of common elements of APA citation. If you have any questions about what should be cited or how to format the citation, please contact your faculty. There is also a course handout, References to Literature Cited in text that is included in the course materials on the WEB. For electronic citations you can also refer to the Website- <http://www.apastyle.org/electref.html>.

Statement on Plagiarism

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single spacing and be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received

extensive help without acknowledging that help is plagiarism Students, who for whatever reason, submit work not their own are subject to disciplinary action.

HIPAA Guidelines

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments and in process recording. In writing about clients do not use real names including the name of your setting and actual dates of services. For example you would use "community health center" and not "Fenway Health Center or Upham's Corner Health Center" etc; "urban public school" and not the "Tobin Elementary School"; "larger urban teaching hospital" and not "Mass General". In terms of dates use terms such in the "past Fall" and not "October.....2009". Or "presenting complaint began about eight years ago when client was 10" and not "2000".

This syllabus is not a contract. The instructor reserves the right to alter the course requirements and/or assignments based on new materials, class discussions, or other legitimate pedagogical objectives.

Course Outline

Session 1 (September 8th)—Frameworks for Clinical Social Work Practice: Ethical and Social Justice Considerations and Evidenced Based/Informed Practice

Required:

Ethical and Social Justice Considerations

Beitin, B.K. & Allen, K.R. (2005). A multilevel approach to integrating social justice and family therapy. *Journal of Systemic Therapies*, 24 (1), 19-34.

Weinberg, M. (2006). Pregnant with possibility: The paradoxes of "help" as anti-oppression and discipline with a young single mother. *Families in Society: Journal of Contemporary Social Services*, 87 (2), 161-169.

Evidenced-Based/Informed Practice

Adams, K.B., LeCroy, C.W., & Matto, H.C. (2009). Limitations of evidenced based practice for social work education: Unpacking the complexity. *Social Work Education*, 45(2), 165-186.

Aisenberg, E. (2008). Evidenced based practice in mental health care to ethnic minority communities: Has its practice fallen short of its evidence? *Social Work*, 53(4), 297-306.

Recommended:

Ethical and Social Justice Considerations

Almeida, R., Vecchio, K.D. & Parker, L. (2007) Foundation concepts for social justice-based therapy: critical consciousness, accountability and empowerment. In E. Aldarondo (Ed) *Advancing Social Justice Through Clinical Practice*. (pp. 175-206). Mahwah, NJ: Lawrence Erlbaum Publishers

Carroll, J. & Minkler, M. (2000) Friere's message for social workers: Looking back, looking ahead. *Journal of Community Practice*, 8(1), 21-36.

Evidenced-Based/Informed Practice

Hubble, M.A., Duncan, B.L., & Miller, S. (Eds.), (1999). Introduction. In *The heart & soul of change: What works in therapy* (pp. 1-19). Washington, D.C.: American Psychological Association.

Shlonsky, A. & Gibbs, L. (2004). Will the real evidenced based practice please stand up? *Brief Treatment and Crisis Intervention*, 4(2), 137-153.

Session 2 (September 15th)—Frameworks for Clinical Social Work Practice: Culturally Responsive Practice

Required:

Adams, R. (2004). The five good things in cross-cultural therapy. In M. Walker, & W.B. Rosen (Eds.). *How connections heal: Stories from relational-cultural therapy* (pp. 151-173). N.Y.: Guilford Press.

Okazaki, S. & Tanaka-Matsumi, J. (2006) Cultural considerations in cognitive behavioral assessment. In P.A. Hays & G.Y. Iwamasa (Eds.) *Culturally responsive cognitive-behavioral therapy: Assessment, Practice and Supervision* (p. 247-166). American Psychological Association.

Ortiz, Larry & Jani, Jayshree (2010) Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education*, 46(2), 175-193.

Recommended:

Min, J.W. (2005) Cultural Competency: A key to effective social work with racially and ethnically diverse elders. *Families in Society: The Journal of Contemporary Social Services*. 86 (3), 347-358.

Kamya, H. (2007) Narrative Practice and Culture. In E. Aldarondo (Ed) *Advancing Social Justice Through Clinical Practice*. (pp. 207-222). Mahwah, NJ: Lawrence Erlbaum Publishers.

Reisch, M. (2008). From melting pot to multiculturalism: The impact of racial and ethnic diversity on social work and social justice in the USA. *British Journal of Social Work*, 38, 788–804.

Session 3 (September 22nd)--- Frameworks for Clinical Social Work Practice:Assessment/Formulation and Brief Treatment

Required:

Assessment/Formulation

Furman, B & Ahola, T. (1997). Solution Talk: The solution-oriented way of talking about problems. In M. Hoyt (Ed.), *Constructive Therapies Volume 1* (pp. 41-66) New York: Guilford.

Brief Treatment

Budman, S. and Gurman, A. (2002). Initiating Brief Therapy. *In Theory and Practice of Brief Therapy*. (pp. 26- 61) New York: Guilford Press.

Schechter, R.A. (2010). Time sensitive clinical social work practice. In J.R. Brandell (Ed.), *Theory and practice in clinical social work, 2nd Edition* (pp. 529-550). Thousand Oaks, CA: Sage Publications.

Review (summer reading assignment)

McWilliams, N. (1999) Introduction, Chapter 1, The relationship between case-formulation and psychotherapy, and Chapter 2, Orientation to interviewing (pp.1 – 47) *Psychoanalytic Case Formulation*. New York: Guilford Publications.

Fisch, R. (1997). Basic elements in brief therapies. In M. Hoyt (Ed.), *Constructive Therapies Volume 1* (pp. 136-139) New York: Guilford.

Recommended:

Assessment/Formulation

Dean, R.G. & Poorvu, N. (2009). Assessment and formulation in contemporary social work. *Families in Society*, October-November, 89(4), 596-604. **(Summer Reading Assignment)**

Melchiodi, G.A. (1998) The psychodynamic formulation: How and Why. *General Hospital Psychiatry*, 10, pp. 41-45

Session 4 (September 29th)--- Frameworks for Clinical Social Work Practice: Use of Self and Review of Theoretical Approaches

Required:

Use of Self

Dewane, C.J. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34(4), 543-558.

Ganzer, C. (2007). The use of self from a relational perspective. *Clinical Social Work Journal*, 35, 117-123.

McWilliams, N. (1999) Assessing Identifications, Chapter 7, (pp.122 – 138)
Psychoanalytic Case Formulation. New York: Guilford Publications.

Read one of the following articles, choosing the one on the approach you feel you are the least comfortable with.

Review of Theoretical Approaches

Leichsenring, F. & Leibing, E. (2007) Psychodynamic therapy: A systemic review of techniques, indication and empirical evidence. *Psychology and Psychotherapy: Theory, Research and Practice*, 80, 217-218.

Morgan, A. (2006). What is narrative therapy? (pp. 1-9). Australia: The Dulwich Centre.
<http://www.dulwichcentre.com.au.alicearticle.html>

Thyer, B.A., & Myers, L.L. (2010). Behavioral and cognitive theories. In J.R. Brandell (Ed.), *Theory and practice in clinical social work*, 2nd Edition, (pp. 18-37). Thousand Oaks, CA: Sage Publications.

McKergow, M., & Korman, H. (2009). In between--Neither inside nor outside: The radical simplicity of solution focused brief therapy. *Journal of Systemic Therapies*, 28(2), 34-49.

Session 5 (October 6th)--- Attachment

- Neuro-biological and socially constructed considerations
- Psychodynamic perspectives and treatment
- Narrative perspectives and treatment

Required:

May, J.C. (2005). Family attachment narrative therapy: Healing the experience of early childhood maltreatment. *Journal of Marital and Family Therapy*, 31(3), 221-237.

Brandell, J. & Ringel, S. (2004). Psychodynamic perspectives on relationship: Implications of new findings from human attachment and the neurosciences for social work education. *Families in Society*, 85:4, 549-557.

McWilliams, N. (1999) Chapter 8, Assessing relational patterns (pp.139–157),
Psychoanalytic Case Formulation. New York: Guilford Publications.

Recommended:

Shilkret, C. J. (2005). Some clinical applications of attachment theory in adult psychotherapy. *Clinical Social Work Journal*, 33 (1), 55-68.

Azar, S. T., Nix, R. L., Makin, Byrd K. N. (2005). Parenting schemas and the process of change. *Journal of Marital and Family Therapy*, 31(1), 45-58.

Session 6 (October 13th) ---Trauma

- Culturally responsive considerations and treatment
- Psychodynamic perspectives and treatment
- Narrative perspectives and treatment

Required:

Bryant-Davis, T. (2007). Healing requires recognition: The case for race-based traumatic stress. *Counseling Psychologist, 35*(1), 135-144.

Cramer, M.A. (2002). Under the influence of unconscious process: Countertransference in the treatment of PTSD and substance abuse in women. *American Journal of Psychotherapy, 56*:2, 194-210

Graziano, R. (2010). The challenge of clinical social work with survivors of trauma. In J.R. Brandell (Ed.), *Theory and practice in clinical social work, 2nd Edition*, (pp. 380-403). Thousand Oaks, CA: SAGE Publications.

Recommended:

Carter, R. (2007). Racism and psychological emotional injury: Recognizing and assessing race-based traumatic stress. *Counseling Psychologist, 35*(1), 13-106. **This is long, but well worth reading.**

Brown, L. (2009). Cultural competence, Chapter 8 (p. 166-181), In C. Courtois & J.D. Ford (Eds.), *Treating complex traumatic stress disorders: An evidence-based guide*, New York: Guilford Press.

Session 7 (October 20th) ---Trauma

- Narrative perspectives and treatment
- CBT perspectives and treatment approaches
- SFT perspectives and treatment approaches

FIRST PAPER DUE (See elearning for assignment description)

Required:

Beaudoin, M.N. (2005). Agency and choice in the face of trauma: A narrative therapy map. *Journal of Systemic Therapies, 24*(4), 32-50.

Dolan, Y. (1997). Solution-focused therapy with a case of severe abuse. In M.F. Hoyt (Ed.) *Constructive therapies Volume 1* (pp. 276-294). New York: The Guilford Press.

Grey, N., Young, K., & Holmes, E. (2002). Cognitive restructuring within reliving: A treatment for peritraumatic emotional “hotspots” in posttraumatic stress disorder. *Behavioural and Cognitive Psychotherapy, 30*(1), 37-56.

Recommended:

Grey N, Young, K. Cognitive Behaviour Therapy with Refugees and Asylum Seekers Experiencing Traumatic Stress Symptoms (2008). *Behavioural and Cognitive Psychotherapy*, 36(1), 3-20.

Session 8 (October 27th) ----Depression and Anxiety

- Culturally responsive considerations and treatment
- Psychodynamic perspectives and treatment
- Narrative perspectives and treatment

Required:

Hoyt, M. (1996). Cognitive-behavioral treatment of posttraumatic stress disorder from a narrative constructivist perspective: A conversation with Donald Meichenbaum. In M.F. Hoyt (Ed.) *Constructive therapies, Volume 2* (pp. 124-148). New York: The Guilford Press.

McWilliams, N. (1999) Chapter 6, Assessing Affects (pp.102 – 121) *Psychoanalytic Case Formulations*. New York: Guilford Publications.

Poussaint, A. C. and Alexander, A. (2000). Chapter 2 and 3, In *Lay my burden down: Suicide and the Mental Health Crisis among African-American Men* (pp. 45-83). Boston: Beacon Press.

Recommended:

Berzoff, J. and Hayes, M. (2002). Chapter 14, Biopsychosocial aspects of depression. In J. Berzoff, L. M. Flanagan and P. Hertz (Eds.) *Inside out and outside in*. (pp. 365-396) Lanham, MD: Rowman & Littlefield Publishers, Inc.

Wood, J. J., Chiu, A.W., & Hwang, W. (2008). Adapting cognitive-behavioral therapy for Mexican American students with anxiety disorders. *School Psychologist Quarterly*, 23(4), 515-532.

Session 9 (November 3rd) ----Depression and Anxiety

- CBT perspectives and treatment
- SFT perspectives and treatment

Required:

Friedman, S. (1997). Staying simple, staying focused: Time-effective consultations with children and families. In M.F. Hoyt (Ed.) *Constructive therapies Volume 1* (pp. 217-250). New York: The Guilford Press.

Stanley, M.A., N.L., Novey, D.M. Rhoades, H.M., Wagener, P.D., Greisinger, A.J. & Cull, J.A. (2009) Cognitive-behavior therapy for generalized anxiety disorder among older adults in primary care: A randomized clinical trial. *JAMA*, 301 (14), 1460-1487.

Recommended:

James, I.A., Reichelt, K.F. Carlsson, P., & McAnaney, A. (2008). Cognitive behaviour therapy and executive functioning in depression. *Journal of Cognitive Psychotherapy: An International Quarterly*, 22(3), 210-218.

Phillips, J. H. Corcoran, J. and Grossman, C. (2003). Implementing a cognitive-behavioral curriculum for adolescents with depression in the school setting. *Children and schools*.25:3, 147-158.

Session 10 (November 10th) ---- Severe/Persistent Mental Health Challenges for Adults and Children

- Psychodynamic perspectives and treatment
- Narrative perspectives and treatment
- CBT perspectives and treatment
- SFT perspectives and treatment

Required:

Green, G.J., Kondrat, D.C., Yee Lee, M., Clement, J., Siebert, H., Mentzer R.A., & Pinnell, S.R. (2006). A solution-focused approach to case management and recovery with consumers who have a severe mental disability. *Families in Society*, 87(3), 339-350.

Nylund, D. & Corsiglia, V. (1996). From deficits to special abilities: Working narratively with children labelled “ADHD”. In M.F. Hoyt (Ed.) *Constructive therapies, Volume 2* (pp. 163-183). New York: The Guilford Press.

Mueser, K.T., Bolton, E., Carty, P.C. et al. (2007). The trauma recovery group: A cognitive-behavioral program for post-traumatic stress disorder in persons with severe mental illness. *Community Mental Health Journal*, 43(3). 281-304.

Recommended:

Burns, B.J., Schoenwalk, S.K., Burchard, J.D., Faw, L., & Santos, A.B. (2000). Comprehensive community-based interventions for youth with severe emotional disorders: Multisystemic therapy and the wraparound process. *Journal of Child and Family Studies*, 9(3), 283-314.

Hertz, P. (2002). The psychoses, with a special emphasis on schizophrenia. In J. Berzoff, L. M. Flanagan and P. Hertz (Eds.) *Inside out and outside in*. (pp. 266 -298 with particular emphasis on pp. 289-298). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Session 11 (November 17th) ---- Suicidality/Violence Risk Assessment

- Culturally responsive considerations
- Focus on assessment of ideation and lethality

Required:

Meichenbaum, D. (2005). 35 years of working with suicidal patients: Lessons learned. *Canadian Psychologist*, 46(2), 64-77 (plus appendix).

Poussaint, A. C. and Alexander, A. (2000). Chapter 8, The road ahead. In *Lay my burden down: Suicide and the Mental Health Crisis among African-American Men* (pp. 142-157). Boston: Beacon Press.

Shea, S.C. (2004) The delicate art of eliciting suicidal ideation. *Psychiatric Annals*, 34(5), 385-400.

Review from first year practice class:

Bryan, C. J. & Rudd, M. D. (2006). Advances in the assessment of suicide risk. *Journal of Clinical Psychology: In session*, 62(2), 185-200.

Recommended:

Borum, R. (2003). Managing at-risk juvenile offenders in the community: Putting evidence-based principles into practice. *Journal of Contemporary Criminal Justice*, 19(1), 114-137.

Presley, L.R. (2010). Interpersonal violence and clinical practice. In J.R. Brandell (Ed.), *Theory and practice in clinical social work, 2nd Edition* (pp. 435-470). Thousand Oaks, CA: SAGE Publications.

Session 12 (December 1st)---- Suicidality/Violence Risk Assessment

- Focus on intervention

Required:

Johnson, C.E. & Goldman, J. (1996). Taking safety home: A solution-focused approach with domestic violence. In M.F. Hoyt (Ed.) *Constructive therapies, Volume 2* (pp. 184-196). New York: The Guilford Press.

Jobes, D.A. (2000). Collaborating to prevent suicide: A clinical-research perspective. *Suicide and Life-Threatening behaviour*. Spring, 30:1, 8-17.

Levin, S.B. (2007) Hearing the unheard: Advice to professionals from women who have been battered. In H. Anderson & D. Gehart (Eds.), *Collaborative Therapy: Relationships and Conversations that Make a Difference* (pp. 109-127). New York: Routledge.

Wirtz, H. & Schweitzer, R. (2003). Groupwork with men who engage in violent and abusive actions. In *Responding to Violence: A collection of papers relating to child sexual abuse and violence in intimate relationships* (pp. 187-201). Adelaide, South Australia: Dulwich Centre Publications. (Narrative approach)

Recommended:

de Castro, S. & Guterman, J. (2008). Solution focused therapy for families coping with suicide. *Journal of Marital and Family Therapy*, 34(1), 93-107.

Session 13 (December 8th) --- Substance Abuse

- Overview of addiction treatment
- Culturally responsive considerations
- Motivational interviewing
- Solution focused perspectives

Required:

Amodeo, M. (2010). Social work interventions with alcohol and other drug problems. In J.R. Brandell (Ed.), *Theory and practice in clinical social work* (pp.551-577). Thousand Oaks, CA: Sage Publications.

Lewis, T.F., & Osborn, C.J. (2004). Solution-focused counseling and motivational interviewing: A consideration of confluence. *Journal of Counseling and Development*, 82, 38-82.

Miller, S. (1997). Some questions (not answers) for the brief treatment of people with drug and alcohol problems. In M.F. Hoyt (Ed.) *Constructive therapies Volume 1* (pp. 92-110). New York: The Guilford Press.

White, W. L. & Sanders, M. (2008). Recovery management and people of color Redesigning addiction treatment for historically disempowered communities. *Alcoholism Treatment Quarterly*, 26(3), 365-395.

Review from first year practice class:

Miller, W. R. and Rollnick, S. (2002). Chapter 6, Building motivation for change. In *Motivational Interviewing: Preparing people for change*. (pp. 52-84). New York: Guilford Press.

Miller, W. R. and Rollnick, S. (2002). Chapter 15, Motivational interviewing and the stages of change (pp. 201-216). New York: Guilford Press.

Recommended:

Denning, P. (2000) *Practicing harm reduction psychotherapy: An alternative approach to addictions*. Chapter 3: The Treatment program: Assessment as treatment. New York: Guilford Press, 49-91

Rutzky, J. (1998) *Coyote Speaks: Creative Strategies for Psychotherapists Treating Alcoholics and Addicts*. Chapter 4, The diagnostic interview. Northvale, N.J., Jason Aronson, 77-119

Session 14 (December 15th) ----Termination; Evaluation of Practice; Evaluation of Course

SECOND PAPER DUE

Required:

Walsh, J., & Meyersohn, K. (2001). Ending clinical relationships with people with schizophrenia. *Health & Social Work*, 26(3), 188-195.

Anthony, S. & Pagano, G. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26(3), 281-296.

Recommended:

Fonagy, P., Roth, A & Higgitt, A. (2005) Psychodynamic psychotherapies: Evidenced-based practice and clinical wisdom. *Bulletin of the Menninger Clinic*, 69 (1), 1-58

Roth,A, & Fonagy, P. (1996) Chapter 3, Achieving evidenced-based psychotherapy practice. In *What Works for Whom?* (pp47-56) New York, Guilford Press