

PHILLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 7424 001 CRN 42643
(3 Credit Hours)
Advanced Clinical Social Work: Evidence-Based Practice with Individuals
Boca Raton Campus

Semester: Spring, 2018

Start/End Date: January 6 to May 4

Instructor: Dr. Keith Platt, LCSW

Phone: 561-758-7612

Email: kplatt@fau.edu

Classroom: SO 315

Class times: W (4:00 to 6:50)

Office Hours: Wednesdays; 1:00 to 3:00

Office Location: SO 309

Web: www.fau.edu/ssw

DSW Program Mission:

The DSW program provides doctoral-level social work practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical social work research, teach evidence-based social work practice courses, and assume social work leadership roles in the social work profession.

Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcomes research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and practice.

COURSE DESCRIPTION:

This course focuses on evidence-based advanced clinical social work practice with individuals. It seeks to provide the student with a methodology for incorporating best social work clinical practice with individuals which is grounded in evidence-based research literature.

RELEVANCE TO EDUCATIONAL PROGRAM:

This course focuses on evidence-based clinical social work practice with individuals. This course seeks to provide the student with an understanding of best social work clinical practice with individuals which is grounded in evidence-based research literature.

COURSE OBJECTIVES:

At the end of the course it is expected that students will be able to:

- Explain ethical issues in clinical social work practice with individuals and the role of social work values in clinical practice.
- Illustrate how gender bias or insensitivity to diverse populations can impede evidence-based clinical social work practice.
- Define and demonstrate how social work's commitment to equity and social justice influences and differentiates clinical social work from other professions.
- Evidence-based clinical practice is viewed and demonstrated through parallel process in the classroom, through critical attention to the research literature, and through rigorous selection of evidence-based clinical social work theories and methods.
- Demonstrate how the research literature can be used as a source for effective intervention and explain how research can be used to guide clinical practice at the micro level of practice.
- Demonstrate competence in utilization of evidence-based practices with the integration of knowledge, skills and values in the classroom.
- Demonstrate an understanding of the importance of evidence-based clinical social work practice.
- Use the research literature in their choice of best-practice clinical intervention strategies for individuals.
- Demonstrate the ability to develop comprehensive assessments and treatment plans using best practices grounded in the clinical research literature.

LEARNING ENVIRONMENT:

This class includes both real time classroom and online class environments. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course may include recorded lectures using voice-over PowerPoint, discussion blogs, reading assignments, assignments involving social media, online activities, and online group presentations.

REQUIRED TEXTS:

Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: An integrative approach (2nd Ed.)*, London, Sage Publications.

COURSE ASSIGNMENTS AND GRADING:

This course requires completion of the following 3 assignments and participation:

Discussion Boards (30 points):

There will be five discussion board prompts concerning the five forces of psychotherapy as delineated by Jones-Smith (2016). Each student will make an original response to the prompt including proper citations for any referenced work, and then they will make substantive responses to each of their classmates posting. It is expected that this assignment will add substantially to the each student's understanding and integration of the material covered in the course.

Case Study Paper or Presentation(30 points):

The student will produce an original case study on a current or recent past client. They will approach the case study from a particular theoretical perspective and include a literature review showing that the treatment chosen has empirical support. A treatment plan and two process recordings will be included as well as any standardized assessments that were used. After the student has produced a complete case study, they will then pick a new theoretical perspective and demonstrate how assessment and treatment would differ. They will need literature for this intervention as well. A new (hypothetical) treatment plan will be required, and the student will present a role play or a session transcript to the class (either assessment or treatment) using the second treatment modality.

Experiential Exercises (20 points):

The class will act as a laboratory for students to improve case conceptualization, assessment and treatment skills. This will be actualized through the use of simulations (role plays) as well as other audio and visual experiences, as well as an ongoing in-vivo supervision group. Students will be expected to bring non-identifying case material to class to use in these exercises. Feedback will be given in the spirit of helping the practitioner to advance and grow. All theoretical perspectives will be respected and valued on even footing.

Participation/Attendance (20 points):

Students are expected to attend all classes and engage productively as well as professionally in class discussions and simulations.

Course Grading:

Late assignments:

All above assignments must be submitted by midnight on the due date. A student who wishes for an extension of time for an assignment due to a medical or personal emergency should consult the instructor **in advance**. However, an extension is not automatic, and there may be a grade penalty.

The grading scale for this course is as follows:

94 – 100% = A
90 – 93% = A-
87 – 89% = B+
83 – 86% = B

73 – 76% = C
70 – 72% = C-
67 – 69% = D+
63 – 66% = D

80 – 82% = B-
77 – 79% = C+

60 – 62% = D-
0 – 59% = F

Definition of Grades:

A = significantly exceeds assignment/performance expectations (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books;

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

F= Performance not to standard to merit a passing grade.

Attendance and Participation (20% of grade):

As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

If a student misses 2 or more classes the student may be asked to withdraw or may receive a lowered or failing grade. The only exception to this is if student has a documented extraordinary circumstance (i.e. student hospitalization; severe illness; death in the family; care accident; religious holiday) preventing the student from coming to class. In that case, the student must present written documentation to the instructor at the time of the absence – no retroactive medical notes will be accepted.

Any student who arrives 15 minutes late will accrue half of an absence unless the student provides a reasonable cause for doing so in advance and receives the professor's permission. Any student who leaves 15 minutes early will accrue half of an absence unless the student provides a reasonable cause for doing so in advance and receives the professor's permission. Any pattern of lateness shall be considered a violation of class policy and may be subject to lowered grade or failing grade.

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit

the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom.
(Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an

instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).

6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the [FAU Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Mutual Learning and Support:

The Instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Instructor. Students are encouraged to request feedback from the instructor and to provide feedback regarding the course and assignments by e-mail and by appointment. The Instructor may also utilize a mid-course evaluation to gain student feedback. Please schedule office appointments with the instructor if you have any concerns about your performance in the course, or if you have specific learning needs or challenges that can be addressed to strengthen your participation and learning in the course or DSW program.

Use of email and Canvas will be used as official correspondence with students. Students are responsible for reading their email and Canvas announcements daily for any and all course-related information and announcements. Canvas uses the email addresses assigned to you by FAU – if you do not pick up email from the FAU account, you will need to forward your FAU email to the email address that you generally use.

Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Canvas and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the helpdesk at 561.297.3999

DSW Student Policies:

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Parts of this course will be conducted online using Canvas. Students must have a working knowledge of all aspects of Canvas, particularly accessing assignments and learning resources, viewing powerpoint presentations, submission of assignments, utilizing Canvas for group work and group presentations, and communication with the instructor and students.

An important reference for you through the semester will be **NREPP: SAMHSA's National Registry of Evidence-based Interventions, Programs and Practices**. This resource is a very

helpful tool to aid in your understanding of what goes into the developing of Evidence-based treatment interventions and what interventions are considered to have a strong evidence base. It can be reached at NREPP. Other course readings will be distributed in class or through Canvas. Please visit the **Canvas Web site** for this course at <http://canvas.fau.edu> for readings and additional information.

SAFE ASSIGN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers.

Policy on Use of Computers and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

COURSE OUTLINE:

Session	Topic	Readings	Assignments
1 Jan 10	Theory Unboxed Assessment Anew Intro to the Integrative Perspective	Chapter 1 Tryon (2016)	
2 Jan 17	Integrating Psychodynamic Theory & Techniques	Chapter 2 Shedler (2010)	
3 Jan 24	Integrating Psychodynamic Theories & Techniques	Chapter 2 Weston (1998)	
4 Jan 31	Integrating Cognitive & Behavioral Theories & Techniques	Chapter 4 Seidan (2010)	Discussion Board 1 Due
5 Feb. 7	Integrating Cognitive & Behavioral Theories & Techniques	Chapter 5 Ost (2008)	
6 Feb. 14	Integrating Gestalt and Expressive Arts Theories and Techniques	Chapter 9 Wagner-Moore (2004)	Discussion Board 2 Due

7 Feb. 21	Integrating Gestalt and Expressive Arts Theories and Techniques	Chapter 11 Yontef (2002)	
8 Feb. 28	Integrating Person-Centered & Strengths Theories & Techniques	Chapter 8 McCloud (2011)	
Mar. 7	Spring Break Holiday	No Readings	Have Fun!
9 Mar. 14	Integrating Person-Centered & Strengths Theories & Techniques	Chapter 18 Rangan (2006)	Discussion Board 3 Due
10 Mar. 21	Integrating Solution Focused and Narrative Theories and Techniques	Chapter 15 Corcoran (2009)	
11 Mar. 28	Integrating Solution Focused and Narrative Theories and Techniques	Chapter 16 Kogan (1997)	
12 Apr. 4	Integrating Neuroscience Perspectives	Chapter 20 Morgan 2006	Discussion Board 4 Due
13 Apr. 11	Integrating Neuroscience Perspectives	Chapter 20 Neuroscience Chapter	
14 Apr. 18	Defining One's Own Personal Integrative Approach	Chapter 21 Greenberg (1985)	Case Study Paper Due (presentations will be due earlier during the semester)
April 25	Reading Day: No Class		
15 May 2	Defining One's Own Personal Integrative Approach	Chapter 22 Dolliver (1991)	Discussion Board 5 Due May 5

Bibliography:

Recommended Texts:

- Applegate, J. & Bonovitz, J. (1995). *The Facilitating Partnership: A Winnicottian Approach for Social Workers and other Helping Professionals*. New Jersey: J. Aronson, Inc.
- Blanck, G. & Blanck, R. (1974). *Ego Psychology: Theory and Practice*. New York: Colombia University press.
- Cassidy, J. & Shaver, P. (eds.) (2016). *The Handbook of Attachment: Theory, Research, and Clinical Applications*. New York: The Guilford Press.
- Cozolino, L. *The Neuroscience of Human Relationships: Attachment and the Developing Social Brain*. New York: W. W. Norton & Company.
- Della Selva, P. (2004). *Intensive Short-Term Dynamic Psychotherapy*. London: Karnac.
- Fischer, J. & Corcoran, K. (2007). *Measures for Clinical Practice and Research: A sourcebook*. (Volume I-Couples, Families and Children, or Volume II -Adults). New York: Oxford University Press.
- Goldman R. & Greenberg, L. (2015). *Case Formulation in Emotion Focused Therapy: Co-Creating Clinical Maps for Change*. Washington: The American Psychological Association.
- Goldstein, E. (1984). *Ego Psychology and Social Work Practice*. New York: The Free Press.
- Greenberg, L., Watson, J., & Lietaer, G. (1998). *The Handbook of Experiential Psychotherapy*. New York: The Guilford Press.
- Hart, S. (2011). *The Impact of Attachment*. New York: W. W. Norton & Company.
- Kazantzis, N., Reinecke, M., & Freeman, A. (eds.) (2010). *Cognitive and Behavioral Theories in Clinical Practice*. New York: The Guilford Press.
- Mc Williams, N. (2011). *Psychoanalytic Diagnosis*. New York: The Guilford Press.
- Mc Williams, N. (2011). *Psychoanalytic Case Formulation*. New York: The Guilford Press.
- Mitchell, S. & Black, M. (1995). *Freud and Beyond: A History of Modern Psychoanalytic Thought*. New York: Basic Books.
- Peebles, M J. (2012). *Beginnings: The Art and Science of Psychotherapy*. New York: Routledge
- Preston, J. (2006). *Integrative Brief Therapy*. Atascadero, CA: Impact Publishers
- Roberts, A.R. & Yeager, K.R. (2006). *Foundations of Evidence-Based Social Work Practice*. New York: Oxford University Press.

Scharff, D. (Ed.), (1997). *Object Relations Theory and Practice: An Introduction*. New York: Jason Aronson, Inc.

Stuart, S. & Robertson, M. (2012). *Interpersonal Psychotherapy: A Clinician's Guide*. Boca Raton: CRC press.

Walsh, J. (2013). *Theories for Direct Social Work Practice*. Stamford, CT: Cengage Learning.

Wilkinson, M. (2010). *Changing Minds in Therapy: Emotion, Attachment, Trauma, & Neurobiology*. New York: W.W. Norton & Company.

Yalom, I. (2012) *Love's Executioner and Other Tales of Psychotherapy*. New York: Basic Books.

Recommended Articles:

Abbott, A. (2003). *Understanding transference and countertransference: Risk management strategies for preventing sexual misconduct and other boundary violations in social work practice*. *Psychoanalytic Social Work*, 10(2), 21-41.

Ablon, S. & Jones, E. (1998). *How expert clinicians' prototypes of an ideal treatment correlate with outcome in psychodynamic and cognitive behavioral therapy*. *Psychotherapy research*, 8(1), 71-83.

Aki, H., Brenner S., Kandel E., Kendler K. S., King M. C., Scolnick E., & Zoghbi H. Y. (2010). *The future of psychiatric research: Genomes and neural circuits*. *Science*, 327, 1580-1581.

Barlow D. H., Farchione T. J., Fairholme C. P., Ellard K. K., Boisseau C. L., Allen L. B., Ehrenreich J. T. (2011). *Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide*. New York, NY: Oxford University Press.

Cartreine J. A., Ahern D. K., & Locke S. E. (2010). *A roadmap to computer-based Psychotherapy in the United States*. *Harvard Review of Psychiatry*, 18, 80-95.

Falchi, V. & Nawal, R. (2009). *Transference, countertransference and interpretation: The current debate*. *European Journal of Hypnosis*, 9(1), 11-18.

Haaga D. A. (2000). *Introduction to the special section on stepped care models in psychotherapy*. *Journal of Consulting and Clinical Psychology*, 68, 547-548.

Harvey A. G., Watkins E., Mansell W., & Safran R. (2004). *Cognitive behavioural processes across psychological disorders: A transdiagnostic approach to research and treatment*. New York, NY: Oxford University Press.

Hofmann S. G., & Smits J. A. (2008). *Cognitive-behavioral therapy for adult anxiety disorders: A meta-analysis of randomized placebo-controlled trials*. *Journal of Clinical Psychiatry*, 69, 621-632.

Jones, E. & Pulos, S. (1993). *Comparing the process in psychodynamic and cognitive-behavioral therapies*. *Journal of Consulting and Clinical Psychology*, 61 (2), 306-316.

Kazdin A. E., & Whitley M. K. (2006). *Comorbidity, case complexity, and effects of evidence-based treatment for children referred for disruptive behavior*. *Journal of Consulting and Clinical Psychology*, 74, 455-467.

L'Abate L. (2013). *Clinical psychology and psychotherapy as a science*. New York, NY: Springer.

Reinholt N., & Krogh J. (2014). *Efficacy of transdiagnostic cognitive behaviour therapy for anxiety disorders: A systematic review and meta-analysis of published outcome studies*. *Cognitive Behaviour Therapy*. Advance online publication. doi:10.1080/16506073.2014.897367

Shedler, J. (2010). *The efficacy of psychodynamic psychotherapy*. *American psychologist*, 65(2) 98-109.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures (see <http://www.fau.edu/sas/> for procedures and forms).

Student Counseling Services/ Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at <http://www.fau.edu/ssw/msw>.