



University of Central Florida
School of Social Work

SOW 6348.0002 - Clinical Practice with Individuals

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Term: Fall 2009
Class Days: Mondays
Class Hours: 1:30 PM-4:20 PM
Class Location: HPA 1, Rm. 272

Course Description: Behavioral, crisis, and psychosocial theories applied to persons with emotional, social, and psychological problems.

The overall objective of this course is to enable students to deepen and extend their assessment and social work intervention skills in community based clinical practice with individuals. Throughout the course students will have opportunities to understand that community based clinical practice addresses the person-in- environment and includes recognizing a reciprocal relationship between the individual client, his/her community (family, community and society) and the community resources that are utilized to enhance the individual's psychosocial functioning. Drawing from the relationship between macro and micro practice and the review of multiple theoretical perspectives students will examine the importance of helping clients improve the quality of their lives by reducing stress, enhancing individual social functioning and increasing empowerment and other coping skills. The course encourages students to utilize interventions from Crisis Theory, Cognitive Behavioral and Psychodynamic theories to understand, engage and assist individuals suffering from a variety of psychological, physical, familial and environmental stresses. The significance of the treatment phases, shared responsibility in the client-worker relationship, documentation skills and the application of social work ethics and values to clinical practice will be stressed.

Students will further develop critical thinking skills and apply these to the analysis and selection of current evidenced based practice strategies and interventions. Throughout the course, students will be expected to integrate recent research findings as they apply to clinical work with diagnostic groups, populations at risk and models of interventions. In addition, the course will reinforce the student's ability to integrate and apply concepts related to use of self, commitment to economic and social justice, ethical practice and professionalism, the strengths perspective, planned change process and cultural/diversity differences presented by various groups of clients. Considerations for working with African-Americans, Hispanics, Gays and Lesbians, Women and physically and mentally challenged clients will be addressed.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Course Policies:

See the MSW Student Handbook for a detailed discussion of the School of Social Work's course policies and procedures and UCF's Golden Rule <http://www.goldenrule.sdes.ucf.edu/> See the UCF Creed <http://www.campuslife.ucf.edu/UCFcreedpage.html> for a description of the University's values and expectations for student conduct. Additional information about policies and procedures are found in the **School of Social Work Student Handbook**.

MODIFICATION OF SYLLABUS

This syllabus may be modified at the discretion of the instructor. It is the student's responsibility to read and be familiar with the content in this syllabus. Changes will be discussed with students in class or posted on the course website and/or communicated via e community email. It is the student's responsibility to ensure that his/her email information is included in E-community and that the information is correct and updated.

COURSE EXPECTATIONS

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students **WILL NOT** engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance Policy and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Make-up exams are not given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild illness (such as a cold), and other similar circumstances do not qualify as extreme. The instructor reserves the option to provide a make up exam in hers or his absence.

Attendance Policy: Since this course emphasizes practice skills and techniques it is imperative that students attend all classes. Three (3) absences regardless of the reasons will result in the lowering of the course grade by one letter grade. Please see the School of Social Work policies on attendance in the MSW handbook. The only exception to this is if the student has a documented Extraordinary Circumstance (student hospitalization, death in family, serious illness, car accident, etc.) and the student has provided the instructor with documentation of the Extraordinary Circumstance.

Attendance during Finals Week: It is University policy that all classes **MUST** meet during the scheduled final exam session.

Tardiness: Any student who arrives 45 minutes after the class has started will accrue a half absence.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.*

All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common

English usage may be returned with out a grade. When references are required, they must be in the APA documentation style.

The **University Writing Center (UWC)** is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu> stop by MOD 608, or call 407.823.2197. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments.

Late Assignments

All assignments are due on the scheduled date unless the student has extenuating circumstances that prevent the student from meeting the deadline. In those cases the student **MUST** speak directly with the instructor and must make arrangements directly with the instructor. Please note that documentation of the extraordinary circumstances must be provided to the instructor. Extraordinary circumstances include documented student hospitalization or serious illness; death in the family; car accident. Students are asked to manage their time appropriately in order to complete all assignments in a timely manner.

All late assignments not due to extraordinary circumstances and/or those assignments where the student has not provided documentation for the extraordinary circumstance are subject to either 5 points for every day that the assignment is late or a 15 point deduction for every week that the assignment is late. In addition to the point reduction, students who do not have an extraordinary circumstance for a late assignment must also contact the instructor before submitting the assignment.

Incomplete Grades

An "Incomplete" is only recorded in exceptional circumstances and in keeping with the School and University policies. Time management issues, computer/technology problems or other similar reasons do not qualify for an incomplete grade. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the due date extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Plagiarism and Cheating of any kind on any assignment will result in an "F" for that assignment and will also lead to an "F" for the entire course and referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Please do not ask for your grade to be changed unless the instructor has made a mathematical error or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

In this course we will utilize turnitin.com an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. Papers not submitted through Turnitin.com will not be graded. After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used in the assignment without proper citation or credit. For a more detailed look at this process visit: <http://www.turnitin.com> Students will submit the **Case Diagnosis & Treatment Plan Assignment** and the **Case Application Group Exercise** through turnitin.com. To submit assignments through <http://www.turnitin.com>, use the following:

Class ID: 2777762

Password: IndFam2009

PLEASE MAKE SURE THAT YOU RECEIVE A RECEIPT FROM TURNITIN.COM ONCE YOU SUBMIT YOUR ASSIGNMENTS. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Graduate Study & Learning:

Inherent in advanced graduate study is the concept that the student is responsible for all required readings. In addition, it is expected that students will also search out additional readings in efforts to expand their knowledge in specific areas. The instructor may include additional readings throughout the semester. Students are also expected to read the assigned readings, even if these are not covered in class.

Use of Laptops in the Classroom:

While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. The instructor reserves the right to request that the student not use a laptop during class.

Use of audio taping:

This practice class will make use of case vignettes as well as discussions on use of self, therefore, the instructor prohibits that any part of the class be audio taped. The only exception to this policy will be students registered with the Office of Disabilities and documentation from that office that the student requires audio taping. In those circumstances, the student must agree to turn off the audio taping device when other students are discussing sensitive and personal material.

Communication with the Instructor: The instructor will utilize the UCF E-community email service to communicate with all students on matters related to this course. It is the student's responsibility to ensure that his/her email information is correct on E-community. Be advised that hotmail.com email is not always readable on UCF email and students with hotmail.com are advised to monitor this situation and if needed to make a change in email servers, such as Yahoo.com. Students wishing to send an email to the instructor are asked to include "SOW 6348" in the email subject line. Students are expected to check their email messages regularly and are reminded that the email address used by the university may be the Knights@ucf.edu. Please check that email address for class mail.

Course Website: All students are expected to check the course website for handouts, announcements, special links, etc. that the instructor may post regularly on the website. Please see the instructor if you have any questions about accessing this site.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request them.

Course Objectives: By the end of the term, students should be able to:

1. Understand the concept of community based clinical social work practice and phases (beginning, middle and termination) of the clinical relationship.
2. Identify the relationship between generalist macro practice and micro (clinical) practice.
3. Understand and apply the strengths perspective to clinical work with individuals
4. Understand and apply the social worker's role in planned change process and advocacy with individuals
5. Further develop and apply critical thinking skills in identifying and examining clinical theory and effective practice models in the literature.
6. Demonstrate skills in understanding and applying social work values, ethics, professionalism, and commitment to economic and social justice in clinical practice.
7. Demonstrate skills in integrating knowledge on the impact of diversity (ethnic, racial, class, religious, gender, age, sexual orientation and life style) and global perspectives (hunger, poverty, health issues) in clinical social work practice.
8. Identify, understand, critique and apply evidence based research on clinical interventions and strategies
9. Demonstrate skills in assessment, treatment planning, therapeutic interventions and documentation.

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10. Demonstrate skills in the use of interventions from the Crisis Intervention, Socio-behavioral and PsychoSocial frameworks to reduce social stress, enhance social functioning and empowerment skills with individual clients.
11. Evaluate practice, use of self and goal attainment in clinical work using evaluation methods learned in the core curriculum.

Required Text: Cooper, M. & Lesser-Granucci, J. (2008) *Clinical social work practice: An integrated approach* (3rd Edition). NY: Allyn & Bacon.

Readings: Additional required or recommended readings are included throughout the syllabus. Students are expected to search these out using the various databases available through the UCF library. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn or any of the other librarians.

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

Evaluation of Learning and Grading:

- 1) **Two (2) In Class Documentation Assignments:** students will participate in two in-class documentation exercises that will help the student practice documentation in clinical practice. These may include writing progress notes and/or a mental status. The instructor will provide additional guidelines at the beginning of the semester. Each documentation exercise will be worth 10 points for a total of **20 points**.
- 2) **Case Diagnosis & Treatment Plan Assignment:** After viewing the movie *White Oleander* students will be required to provide a DSM IV TR diagnosis, a treatment plan and brief summary integrating literature and justifying the treatment plan you developed for the character, Astrid, a 15 year old. All 5 axes of the DSM IV TR will be utilized for this assignment and students will be required to develop a treatment plan based on the DSM IV diagnosis of the main character. For this assignment students will need to use APA format to incorporate at least 6 evidenced based research articles that support the diagnosis and treatment planning considerations. This assignment should be 5-6 pages in length. **Students have the option to complete this assignment either individually or pair off with another student. No more than 2 students may work together. 25 points** The instructor will provide additional

guidelines at the beginning of the semester.

- 3) **Case Application Group Exercise:** Students will participate in a group (no more than 3 students to a group) exercise that is designed to help students learn to critically analyze an individual case. Students need to make time outside of class to complete this assignment. After reading the case, the group will:
- Identify one major problem that will be focused on in individual counseling
 - Develop a mini treatment plan that will include goals, objectives and actions steps for the problem identified.
 - Identify one theory that has been used with the problem the client has and that can be used to guide the individual counseling. Explain why this theory was chosen.
 - Identify in detail 3 techniques from this theory that will be useful with the case.
 - Role play and tape a 30 minute session with the client in the case provided by the instructor using the theory selected.

This assignment should be 3-5 pages in length. **No more than 5 pages please!** Please note that this assignment is designed so that students can (a) function as a treatment team, (b) practice assessment and treatment planning skills, (c) integrate theories and interventions used in clinical practice and (d) practice direct application of clinical skills. Since this is a “hands on/application” assignment, learning will only occur if all students involved participate as a team in discussions necessary to answer these questions. This paper does not require APA formatting. This assignment will be worth **55 points** and the group will submit to the instructor a short paper (through turnitin.com) and a DVD (submitted to the instructor) of the role play.

Course Assignments at a Glance

Assignments	Due Date	Point Value
Two (2) In-Class Documentation Assignments	Assignment #1--Unit # 4- September 14, 2009 Assignment #2—Unit # 5-October 5, 2009	20 points (10 points each)
Case Diagnosis & Treatment Plan Assignment	Unit # 9—November 2, 2009	25 points
Case Application Group Exercise	Unit # 13---November 23, 2009	55 points
Total		100 points

Grade

A = 95-100 (4.0)	B- = 80-83 (2.75)	D+ = 67-69 (1.25)
A- = 90- 94 (3.75)	C+ = 77-79 (2.25)	D = 64-66 (1.00)
B+ = 87-89 (3.25)	C = 74-76 (2.00)	D- = 60-63 (0.75)
B = 84-86 (3.00)	C- = 70-73 (1.75)	F = 59 or less (0.00)

Learning Methods: The objectives of this course will be achieved through a variety of methods:

- The instructor will provide didactic content through lectures.
- Students will add to class discussions by informally presenting case materials from their field internships.
- Role- plays, videotapes and guest lecturers will be used where appropriate.

Course Outline

Units 1 -August 24, 2009--Course Introduction & Preparing for Clinical Practice

Content:

1. Overview of Course/Introductions/Expectations
 - review of syllabus/readings/assignments/teaching methods
2. Understanding the Macro-Micro relationship in clinical work with individuals.
 - Integrating generalist knowledge in clinical work
 - The individual and society: discrimination, oppression, social and economic justice.
 - The individual and the environment/community and the family system
3. Understanding the concept of community based clinical practice
 - The diverse nature of clinical social work and agency settings
4. Clinical Integration
 - Understanding the relationship between practice, human development, research and policy
 - Staying updated on the practice models in the research literature
5. Recognition of Self, Transference and CounterTransference

Required Readings: Cooper & Lesser Text Chapter 1

Unit 2-August 31, 2009--Key Issues in Clinical Practice

Content:

1. Brief Review of Foundation Content & its Relevance to Clinical Practice
 - a. Social work values and ethics
 - b. Importance of personality development
2. Brief Treatment
3. The Suicidal Client
4. Managed Care & HIPAA
5. Therapist Self-Care

Required Readings: In Cooper & Lesser text-Chapters: 1, 2

Labor Day-September 7, 2009-No Class

Units 3 & 4-September 14 & 21, 2009--Considerations in Clinical Practice & Crisis Intervention

Content:

1. Key Issues:
 - a. Brief treatment
 - b. Integration the strengths perspective
 - c. Overview of the phases of treatment
 - d. The psychosocial assessment & mental status
2. Theory: Crisis Intervention Theory
 - Historical overview, key concepts & application of crisis intervention/ techniques to suicidal, homicidal, trauma clients and community crises
 - Considerations in assessing high risk clients (suicide, homicide, psychoses, violence, child abuse)
3. For September 21st: View in class My Helping Lab Cognitive-Behavioral Clip A (Initial Greetings)

Required Readings:

- For September 14th: In Cooper & Lesser text-Chapters 3 & 4 & discussion on the Case of Dan

Recommended Readings:

- Brown, E.J. & Bobrow, A.L. (2004). School entry after a community-wide trauma: Challenges and lessons learned from September 11th, 2001. *Clinical Child and Family Psychology Review*, 7(1), 211-221.

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- Myer, R.A. & Moore, H.B. (2006). Crisis in context theory: An ecological model. *Journal of Counseling and Development*, 84(2), 139-147.



In Class Exercise: In class documentation exercise #1 due September 14, 2009 (mental status)

Units 5 & 6 -September 28 & October 5, 2009 Treatment Planning and Clinical Documentation

1. Components of a treatment plan-goals, objectives & action steps
2. Evaluating the treatment plan as a clinical practice "map"
3. Writing progress notes & record keeping in clinical practice
4. View in class Social Work Video Lab, (Skills/Process/Techniques), view module #4: From Diagnostic Assessment to Formulation (view all four components).

Required Readings:

- Cameron, S. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80(3), 286-292.

Recommended Readings:

- White, V.E. (2002). Developing counseling objectives and empowering clients: A strength-based intervention. *Journal of Mental Health Counseling*, 24(3), 270-279.



In Class Exercise: In class documentation exercise #2 due October 5, 2009 (progress note)

Units 7 & 8-October 12 & 19, 2009--Psychodynamic Theories: Object Relations, Self Psychology and Relational Theory

Content:

1. Brief overview of Psychoanalytic theory, Ego Psychology & Object relations theory—contributions made by Freud & others.
2. Self-Psychology & Relational Theory
3. Use of self, transference/counter-transference
4. View in class My Helping Lab Module #2 Object Relations Therapy (all clips)

Required Readings: In Cooper & Lesser text-Chapters, 6, 7 & 8 AND Tummala-Narra, P. (2009). The relevance of a psychoanalytic perspective in exploring religious and spiritual identity in psychotherapy. *Psychoanalytic Psychology*, 26(1), 83-95. Article is available to download by searching the UCF database.

Unit 9-October 26, 2009-Global Perspectives in Clinical Practice and Choosing Culturally Specific Practice Interventions

Content:

1. Developing a global perspective in clinical social work
2. Choosing culturally specific interventions
3. Evidenced Based Research and Clinical Practice-Using clinical research in the selection of effective practice models

Required Readings:

- In Cooper & Lesser text-Chapters 5 & 14

Recommended Readings:

- Weisman, A., Feldman, G., Gruman, C., Rosenberg, R., Chamorro, R. & Bellozersky, I. (2005). Improving mental health services for Latino and Asian immigrant elders. *Professional Psychology: Research and Practice*, 36(6), 642-648.

Units 10 & 11-November 2 & November 9, 2009-Cognitive and Behavioral Theory

Content:

1. Cognitive & Behavioral Theory
 - Historical Overview & Key Concepts
 - Application of Socio-Behavioral and Cognitive interventions with clients (depression, anxiety, social skills)
2. View in class My Helping Lab in Videos by Theoretical Approach: Behavioral Clips A, B & C
3. View in class My Helping Lab Module #5 Cognitive Behavioral Therapy (all clips)

Required Readings: Cooper Text-Chapters 9 & 10



Assignment Due November 2, 2009: Case Diagnosis & Treatment Plan Assignment

Unit 12- November 16, 2009- Narrative Therapy & Solution Focused Therapy

Content:

1. Historical overview & key concepts
2. Applying Therapeutic Strategies
3. View in class: My Helping Lab under Social Work Video Lab: Module #9-Solution Focused Therapy (all clips)

Required Readings: In Cooper & Lesser-Chapters 11 & 12

Units 13 & 14-November 23 & November 30, 2009-Clinical Practice with Children and Adolescents

1. Assessing clinical problems in children and adolescents (ADHD, Depression, Suicide, Conduct Disorder, Etc.)
2. Integrating the family system
3. Children and psychotropic medications
4. Termination, aftercare & “Holiday Blues” with all clients
5. For November 23rd: View in class My Helping Lab under Videos by Theoretical Approach—go to Narrative Therapy Clips E through I (therapy with blond haired boy).



Assignment Due November 23, 2009: Case Application Group Exercise

Required Readings: In Cooper & Lesser text-Chapter 13

Unit 15-December 7, 2009-Termination in Clinical Practice & Course Wrap Up

1. Termination in clinical practice with individuals
2. The individual therapist and self care
3. View in class: My Helping Lab under Video Lab—go to module 11-two different methods for ending a session.
4. Course wrap up

Bibliography (Additional Readings)

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

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Behnke, S., Winick, B. & Perez, A. (2000). *Florida Mental Health Law*. NY: W.W. Norton & Company.

Berlin, S. B. (2001). *Clinical Social Work Practice: A Cognitive-Integrative Perspective*. Oxford University Press.

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- Buckley, P. (2003). Revolution and evolution: A brief intellectual history of American psychoanalysis during the past two decades. *American Journal of Psychotherapy*, 57(1), 1-17.
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- Leon, A.M. & Armantrout, E.M. (2007). Assessing families and other client systems in community-based programmes: Development of the CALF *Child & Family Social Work*, 12, 123-132.
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