COURSE DESCRIPTION
This course provides an overview of the principles, premises, and practices of a selected sample of current theories and methods of intensive individual treatment. Examining and comparing the clinical dimensions of assessment and diagnosis, intervention strategy, and client/worker relationship, it focuses on critical appraisal of commonalties and differences across theories, and examines the literature on evidence-based practice. It considers the variables of race, ethnicity, spirituality, and ethics and values. It emphasizes the development of an integrated approach to direct social work treatment of individuals.

PLACE OF COURSE IN THE CURRICULUM
This is an elective course in the clinical concentration.

COURSE OBJECTIVES
The objectives of this course are for students

• To broaden knowledge about current theories and methods of intensive treatment with individuals

• To identify the commonalties and differences in these theories and methods

• To focus on the evidence base of these theories

• To consider these approaches with regard to their perspective on strengths

• To critically appraise the place of these approaches in clinical social work with individuals particularly with regard to race, ethnicity, spirituality, and social work ethics and values

• To select specific models for adaptation to actual practice situations with diverse populations in diverse settings

TEXTS

Required


Recommended


Course Requirements

A. Instructional Expectations:

To successfully complete this course, students will be expected to participate in 15 class sessions of one hour and fifty minutes each and 10 hours of guided instruction.

B. Guided Instruction

Guided instruction for this course will be tied to the topics of the course, to be determined by the instructor. Examples include lab experiences, such as ongoing role play of work with an individual (to be used for a reflective paper); viewing relevant videotapes for observational purposes and/or for critique; field study, for example interviewing agency leaders concerning their services; attending a self-help group such as open AA meetings, NAMI or the Mood Disorder Support Group, Overeaters Anonymous and many others.

C. Assignments

Faculty will require a minimum of two assignments that will take the form of written papers, exams, and/or group presentations.

Grading

Course expectations will be announced in the first class. Grading will follow the School's guidelines for grading assignments (see attached). Each faculty member will announce the relative weight of each assignment, and expectations regarding participation in arriving at the student's final grade.

Course Outline

Each instructor will organize his/her class in a manner that is responsive to the needs and interests of the students and in a manner that reflects her/his teaching style and philosophy. All sections of SWGS 6422 will cover the units below:

UNITS
Module I. High Risk: Suicide and Depression
  Diagnosis and assessment from a multi-theoretical perspective
  Psychodynamic
  Cognitive/RET
  Existential
  Treatment approaches for depression employing a multi-theoretical perspective
  Integrating and managing intensive individual intervention

Module II. Anxiety and Trauma
  Diagnosis and assessment from a multi-theoretical perspective
  Jungian
  Gestalt
  Neuro-biological
  Treatment approaches for anxiety/trauma employing a multi-theoretical perspective
  Integrating and managing intensive individual intervention

Module III. Personality Disorders
  Diagnosis and assessment from a multi-theoretical perspective
  Object-relations
  Self-psychological
  Treatment approaches employing a multi-theoretical perspective
  Integrating and managing intensive individual intervention

SUGGESTED READINGS BY MODULE

Module 1: High Risk: Suicide and Depression
Psychodynamic clinical theory and practice in contemporary multicultural contexts. NJ: Jason Aronson.

Module II. Anxiety and Trauma


Module III. Personality Disorders


SUGGESTED BIBLIOGRAPHY


Ellis, A. & Grieger, R. (1977).*Handbook of rational-emotive therapy.* New York:


populations. Lyceum Books.
   *Social Work*, 40(6).
   Psychotherapy*, 54 (2). Spring.
   ________ (1990). Toward a clinical model of psychotherapy for depression: A 
   systematic comparison of three psychotherapies I & II. *American Journal of 
   Psychiatry*, 47 (2 & 3).
Lebow, J. (2002). Learning to love assessment: Today’s research tools can help you 
   be a better therapist. *Psychotherapy Networker*, September/October, 63+.
Lebow, J. (1997). New science for psychotherapy: Can we predict how therapy will 
   progress? *Networker*. March/April, pp.85-.
   Brooks/Cole.
   September XLI (1).
Malgady, R. & Zayas, L. (2001). Cultural and linguistic considerations in 
   psychodagnosis with Hispanics: The need for an empirically informed process 
   Therapy*. 16(2).
   Norton.
   Work*. 41(3).
   Brunner/Mazel.
Miliora, M. T. (2000). Beyond Empathic Failures: Cultural Racism As Narcissistic 
   Trauma and Disenfranchisement of Grandiosity. *Clinical Social Work Journal*, 
   28(l), 43-54.
   Therapists’ authenticity. *Work in progress- Writings from the Stone Center*. MA: 


Wing Sue, G. & Sue, G. (1990). *Counseling the culturally different.* Somerset, NJ.


FORDHAM UNIVERSITY GRADUATE SCHOOL OF SOCIAL SERVICE

Guide for Grading Policy and Recommended Grade Equivalents

95-100 A
90-94 A-
87-89 B+
83-86 B
80-82 B-
76-79 C+
70-75 C
Below 70 F

Students With Disabilities

Any student with a documented disability (e.g. physical, learning, visual, hearing, psychiatric, etc.) and who has registered with the Office of Disability Services at 718-817-0655 may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.
What is Plagiarism?

- Plagiarism is a form of academic dishonesty, which involves using someone else’s written work or even ideas without giving proper credit or presenting as one’s own, work that has been partially or wholly prepared by someone else. “Someone else” may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.
- The nature of the “work” most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.
- Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.
- Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else’s text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has “forgotten” to do so.
- Paraphrasing someone else’s work without giving him or her credit.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.
- With the advent of the Internet, plagiarism has taken two forms:
  - Buying a term paper and trying to pass it off as one’s own. [These are relatively easy to spot.]
  - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.
- Copying a classmate’s work or using a former student’s paper. Even copying one sentence constitutes plagiarism.
- Making up a citation or making up data.

Can one plagiarize one’s self?

- Yes! Typically, self-plagiarism takes one of two forms.
  - Either the person submits work for a course that was written for a previous course, or she or he turns in the same paper (or sections of the paper) for two different courses simultaneously.
- Self-plagiarism is considered as serious as plagiarizing someone else’s work.

What are the penalties for plagiarism?

- Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.
The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is up to the discretion of the professor teaching the course.

The matter may also be referred to Dean Susan Egan at Lincoln Center. In Tarrytown, the matter may be referred to Dean Jane Edwards. The Deans determine what other actions to take, including whether dismissal of the student from the program is warranted. Please refer to the GSSS Student Handbook for an explanation of the consequences of plagiarism.

Why do some students plagiarize if it can potentially cost them their careers?

- Most students who do plagiarize are not secure with either their knowledge of the material or their writing skills. They fear receiving a bad grade for the assignment. They consider themselves as good or excellent students. The thought of receiving a bad grade is emotionally threatening.
- Many students who plagiarize are overwhelmed and have not allotted enough time to research and write the paper.
- Some students who plagiarize do so to save time and effort.
- They do not realize that many professors have electronic search engines designed to detect plagiarism.

How can you maintain your academic integrity and avoid plagiarism?

- Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.
- Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.
- Have someone who is familiar with academic writing read early drafts of your paper.
- Buy a copy of the American Psychological Association’s Publication Manual. This manual contains the standards that faculty at GSSS adhere to when writing and publishing papers.
- Attend APA writing workshops offered at GSSS.
- Use the writing clinic at GSSS.
- When in doubt as to whether or not you are citing a source properly, consult your course instructor.