

## SAN DIEGO STATE UNIVERSITY SCHOOL OF SOCIAL WORK

### Master Syllabus - Social Work 631: Social Work Practice With Individuals, Families, and Groups – Spring 2008<sup>1</sup>

Elizabeth Donahue-Marucheu, LCSW, BCD, HH-119, 619-594-5710, [emaruche@mail.sdsu.edu](mailto:emaruche@mail.sdsu.edu)  
Roberta Osuyos, LCSW, HH-149, 619-594-6861, [rosuyos@cox.net](mailto:rosuyos@cox.net)  
Patricia Jakobcic, LCSW, HH 147, 619-594-6861, [pjakobci@mail.sdsu.edu](mailto:pjakobci@mail.sdsu.edu)

*NOTE: This Master Syllabus is the required syllabus for all sections of this course. Students are also required to access (via Blackboard) a Supplemental Course Materials Packet. This packet provides the instructor's course outline, due dates for assignments, office hours, and any additional readings or instructions that the instructor wishes to include.*

#### ***I. Purpose and Description of Course***

This course is an introduction to direct social work practice with individuals, families, and groups. It builds on the knowledge, values, principles and skills presented in the previous foundation course (SW 630: Generalist Social Work Practice), and helps students shift from a generalist practice perspective to an interpersonal, clinical practice orientation. Students will gain in-depth knowledge and skills related to clinical assessment, case formulation, selection/application of intervention strategies and techniques from various practice theories/models, and evaluation of practice. Particular attention is placed on direct practice with culturally diverse clients, use of DSM IV-TR multiaxial assessment, group process, and skills in self-monitoring one's own practice.

#### ***II. Course Objectives***

At the completion of the course, students will demonstrate a progressive competence in social work practice incorporating an ecological perspective. They will recognize the interaction among biological, psychological, social, and cultural systems and will have developed the following knowledge and practice skills:

##### *A. Knowledge Objectives – Students will:*

- Demonstrate a working knowledge of the psychosocial model of practice, other selected practice models, and the theories on which they are based.
  - Be able to apply the clinical assessment process for identifying and responding to high risk factors (e.g., suicide, homicide, child abuse and neglect, domestic violence, elder abuse, psychotic behavior).
  - Demonstrate enhanced understanding of the problem-solving process as an overarching method of analysis and evaluation in each phase of social work practice.
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- Demonstrate enhanced knowledge of multidimensional assessment of the person-in-environment, including becoming acquainted with the *Diagnostic and Statistical Manual of Mental Disorders* (1994, 4th edition) (DSM IV) and its use in social work practice.
- Gain a working knowledge of evaluative principles that guide selection of practice theories, practice models, and intervention modalities, strategies, and techniques to address the individualized needs of client systems.
- Demonstrate knowledge of how the practitioner's understanding of human behavior/practice theories and models may affect assessment, case formulation, and interventions at the expense of applicability to the uniqueness and diversity of client systems (e.g., women, gay and lesbian individuals, elderly persons, people with disabilities, and persons from diverse racial, ethnic and socioeconomic backgrounds).
- Acquire a working knowledge of the nature and characteristics of beginning, middle and ending phases of practice with individuals and groups and the professional task requirements in each phase.
- Gain an understanding of the process model of social work practice with groups and the group dynamics perspective underlying it.

B. *Practice Skill Objectives* – Students are expected to demonstrate their utilization of knowledge with practice skills in the following ways:

- Apply appropriate intervention modes (including selection of practice theories/models and intervention strategies and techniques) in beginning, middle, and ending phases of direct practice with individuals and groups.
- Apply crisis intervention strategies to people in high risk situations (e.g., suicide, homicide, child abuse and neglect, domestic violence, elder abuse, psychotic behavior).
- Employ the problem-solving process and consequent skills in systematic analysis and evaluation of the client system progress and practitioner performance in each phase of practice.
- Use DSM-IV multiaxial assessment in clinical assessment and case formulation, and assign an accurate DSM-IV diagnosis to at least one client in field practicum.
- Apply appropriate knowledge about assessing diversity related to culture (i.e., ethnicity, race, gender, sexual orientation, age, religion, socioeconomic class, regional and national origin, and physical/mental disabilities, and tailor interventions to meet the needs identified in the assessment.
- Identify and recognize practice issues in each phase of social work practice and apply research findings germane to the population addressed at the student's field practicum.
- Further develop an ethical decision-making framework in practice situations that reflects awareness and sensitivity to the unique characteristics of each client and his/her situation.
- Demonstrate skill in identifying and analyzing group process, including stages of group development, interaction among members, group leadership, and group roles (task and maintenance).

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- Demonstrate skill in professional communication in social work roles as evidenced through simulated interviews, class discussion, and written assignments.
- Recognize and appropriately manage transference, countertransference, and vicarious traumatization reactions encountered in direct practice with individuals and small groups.

### C. *Values and Beliefs Objectives* - Students will:

- Demonstrate increased self-awareness of the student's (a) value orientation in work with diverse populations, (b) personal strengths and weaknesses in working with a wide range of client needs, and (c) conscious use of self in a professional role in social work practice.
- Demonstrate increased ability to integrate social work values and ethics as they relate to specific populations, and ability to identify barriers clients may encounter and needs they may have as a result of age, sex, race or ethnicity, national or regional origin, socioeconomic class, sexual orientation, religion, or disability.

## III. **Expected Outcomes of Course**

At the completion of Social Work 631, students will be able to:

- Complete a multidimensional biopsychosocial assessment of individuals, families, and groups.
- Apply the Generalist practice perspective and other selected practice theories and models to interventions with individuals, families, and groups.
- Tailor the multidimensional assessment, application of theory, and interventions to the needs of diverse populations.
- Move from the Generalist practice perspective to a theory-driven approach to intervention selection at a beginning level.
- Implement intervention strategies and techniques drawn from selected practice theories/models at a beginning level.
- Ethically apply professional use of self in a therapeutic relationship at an increasing level, with sufficient self-awareness to recognize and appropriately manage countertransference and vicarious traumatization issues.

## IV. **Textbooks - Readings**

### **A. Required Textbooks and Course Reader**

Boyle, S.W., Hull, G.H., Mather, J.H., Smith, L.L. & Farley, O.W. (2006). *Direct practice in social work*. Boston: Allyn and Bacon.

Hepworth, D. H., Rooney, R. H., & Larsen, J. A. (2006). *Direct social work practice: Theory and skills* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

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Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton. (With audiotapes on reserve at Love Library – Lukas, S. [1993]. *Thinking like a therapist..* New York: W. W. Norton.)

Rivas, R. F., & Hull, G. H. (2004). *Case studies in generalist practice* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

**Course Reader:** Additional **required readings** are compiled in a reader available for purchase at Cal Copy.

### **B. Supplemental Readings (on Reserve or available at Love Library)**

*The following supplemental readings are held on Reserve or are available in the Love Library. Each instructor may require other supplemental readings (e.g., case studies) in addition to those listed below. Please see the “Supplemental Course Materials Packet” for your section of the course for a list of any other supplemental readings required by your instructor. The items listed are books, chapters, or articles recommended for students to enhance their understanding of course concepts, theories, and models.*

#### **Overview of Practice Theories and Models / Practice Skills**

Alle-Corliss, L. and Alle-Corliss, R. (1999). *Advanced practice in human service agencies*. Pacific Grove, CA: Brooks/Cole and Wadsworth.

Corcoran, J. (2000). *Evidence-based social work practice with families: A lifespan approach*. New York: Springer.

Corey, G. (2001). *Theory and practice of counseling and psychotherapy* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G. (2000). *Theory and practice of group counseling* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

\*Goldenberg, I., & Goldenberg, H. (2000). *Family therapy. An overview* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole Thomson Learning.

Hepworth, D. H., Rooney, R. H., & Larsen J. A. (2005). *Direct social work practice. Theory and skills* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

LeCroy, C. W. (1999). *Case studies in social work practice* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton.

Shulman, L. (1999). *The skills of helping individuals, families, groups, and communities*. (4<sup>th</sup> ed.). Itasca, IL: F. E. Peacock.

Sharf, R. S. (2000). *Theories of psychotherapy and counseling: Concepts and cases*. (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole Thomson Learning.

Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (2000). *Techniques and guidelines for social work practice* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.

Thompson, C. L., & Rudolph, L. B. (2000). *Counseling children*. (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole Thomson Learning.

#### **Behavioral/Social Learning Therapy**

R: Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

R: O'Donohue, W. (1998). *Learning and behavior therapy*. Des Moines, IA: Longwood.

R: Plaud, J., & Eifert, G. H. (1998). *From behavior theory to behavior therapy*. Des Moines, IA: Longwood.

R: Wolpe, J. (1990). *The practice of behavior therapy* (4<sup>th</sup> ed.). Elmsford, NY: Pergamon.

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### **Psychodynamic Therapy in a Short-term Setting:**

- R: Basch, M. (1979). *Doing psychotherapy*. New York: Basic Books.
- R: Bauer, G., & Kobos, J. (1995). *Brief therapy: Short-term intervention*. Northvale, N.J.: Jason Aronson.
- R: Foster, R. M. P., Moskowitz, M., & Javier, R. A. (Eds.) (1996). *Reaching across boundaries of culture and class: Widening the scope of psychotherapy*. Northvale, NJ: Jason Aronson.
- R: Kahn, M. F. (1997). *Between therapist and client: The new relationship*. New York: W.H. Freeman and Co.

### **Solution-Focused Therapy:**

- R: De Jong, P., & Berg, I. K. (1998). *Interviewing for solutions*. Pacific Grove: Brooks/Cole.
- R: Metcalf, L. (1995). *Counseling toward solutions: A practical solution-focused program for working with students, teachers, and parents*. New York: The Center for Applied Research in Education.
- R: Metcalf, L. (1998). *Solution focused group therapy*. New York: The Free Press.
- R: Miller, S. D., Hubble, M. A., & Duncan, B. L. (Eds.) (1996). *Handbook of solution-focused brief therapy*. San Francisco: Jossey-Bass.

### **Structural Family Therapy:**

- R: Goldenberg, I., & Goldenberg, H. (2000). *Family therapy. An overview (5<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole Thomson Learning.
- R: Minuchin, S.H., and Fishman, C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.
- R: Nichols, M. (2001). *The essentials of family therapy*. Boston: Allyn & Bacon.
- R: Nichols, M., & Schwartz, R. (1998). *Family therapy: Concepts & methods*. Allyn Bacon.

### **Multisystemic Therapy:**

- R: Huey, S. J., Henggeler, S., Brondino, M., Ricknel, S. (2000). Mechanisms for change in multisystemic therapy: Reducing delinquent behavior through therapist adherence and improved family and peer functioning. *Journal of Consulting and Clinical Psychology*, 68(3), 451-467.
- R: Elliot, D. S. (Series Ed.). (1998). *Blueprints for violence prevention. Book six: Multisystemic therapy*. Boulder, CO: Blueprints Publications.
- R: Henggeler, S., Melton, G., & Smith, L. (1992). Family preservation using multisystemic therapy: An effective alternative to incarcerating serious juvenile offenders. *Journal of Consulting and Clinical Psychology*, 60(6), 953-961.
- R: Henggeler, S. W., Schoenwald, S. K., Rowland, M. D., & Cunningham, P. B. (2002). *Serious emotional disturbance in children and adolescents: Multisystemic therapy*. New York: The Guilford Press.

### **Group Treatment**

- Anderson, J. (1997). *Social work with groups: A process model*. New York: Longman.
- Corey, G. (2001). *Theory and practice of counseling and psychotherapy*. (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G. (2000). *Theory and practice of group counseling*. (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., & Corey, G. (1997). *Groups: Process and practice* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, MS, Haynes, R. (2000) *Evolution of a group: Student video and workbook*. Pacific Grove, CA: Brooks/Cole.
- Yalom, I. D. (1995). *Theory and practice of group psychotherapy*. (4th ed.). New York: BasicBooks.

### **Culturally Competent Practice**

- R: Green, J. S. (2000). *Cultural awareness in human services*. Boston, MA: Allyn & Bacon.
- R: Lum, D. (2002). *Culturally competent practice: A framework for growth and action* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- McGoldrick, M., Giordano, J., & Pearce, J. K. (1996). *Ethnicity & family therapy* (2<sup>nd</sup> ed.). New York: Guilford Press.

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### C. Recommended Textbooks

- American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed.). Washington, DC: Author.
- American Psychological Association (2001). *Publication manual* (5<sup>th</sup> ed.). Washington, DC: Author.
- Corcoran, J. (2000). *Evidence-based social work practice with families: A lifespan approach*. New York: Springer.
- Corey, M. S., & Corey, G. (1997). *Groups: Process and practice* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Goldenberg, I., & Goldenberg, H. (2000). *Family therapy: An overview* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Green, J.W. (2000). *Cultural awareness in human services: A multiethnic approach* (3<sup>rd</sup> ed). Boston, MA: Allyn and Bacon.
- House, A. E. (2002). *The first session with children and adolescents: Conducting a comprehensive mental health evaluation*. New York: Guilford Press. (On reserve at Love Library under Professor Terri Fong, SW 720)
- Kirst-Ashman, K. K., & Hull, G. H. (2001). *Generalist practice with communities and organizations* (2<sup>nd</sup> ed.). Chicago, IL: Nelson-Hall.
- Lum, D. (2002). *Culturally competent practice: A framework for growth and action* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole. (On reserve at Love Library under Professors Mathiesen, Rasmussen, & London)
- Ribner, N.C. (2000). *The first session with teenagers: A step-by-step guide*. San Francisco: Jossey-Bass. (On reserve at Love Library under Professor Terri Fong, SW 720)
- Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (2000). *Techniques and guidelines for social work practice*. (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

### V. Course Assignments

- **Please see instructor's Supplemental Course Materials Packet for additional assignments and due dates.**

**Assignment # 1 - Case Study** - (See guidelines in Appendix A.) In this paper, the student completes an analysis of the interventions given to a specific client on his/her field practicum caseload. Student will have completed a biopsychosocial assessment of a client in the field practicum. The Case Study paper consists of (a) conceptualization/case formulation based on practice theory, (b) DSM-IV-TR multiaxial diagnosis, (c) treatment/service plan, (d) selection and application of intervention strategies/techniques drawn from practice model(s), and (e) evaluation of the effectiveness of the interventions and of the student's professional use of self.

## VI. Grading

Grades will be administered in accordance with the policies set forth in the Graduate Bulletin and will follow the School of Social Work Grading Policy documented in the Graduate Student Handbook. The Graduate Student Handbook can be found at the following website: [http://www-rohan.sdsu.edu/%7Esocwork/grad\\_handbook/](http://www-rohan.sdsu.edu/%7Esocwork/grad_handbook/)

### A. Policies Related to Required Assignments

1. *Class assignments and field practicum:* Students must provide their field instructor with a copy of this syllabus and take the time during supervision to review and discuss the required assignment (i.e., Integrated Client Systems Assessment). Students must obtain approval from their field instructor when selecting a client for the Client Systems Assessment. The Integrated Client Systems Assessment must be based on a *new* client assigned in the current semester at the student's field practicum placement. It is NOT appropriate to use a client system from any other agency, including students' place of employment or agencies where they do volunteer work.

*To ensure that all agency confidentiality policies are followed and that the Field Instructor has been involved in the oversight of the case paper, the student must submit a statement (signed and dated by student and Field Instructor) to that effect when the paper is submitted.*

*Please refer to the Graduate Student Handbook and materials in the SW650 packet for information regarding client confidentiality.*

## VII. Course Topics & Outline

The following Course Outline is subject to changes by each instructor. Although all sections will cover the content described below, instructors may present it in a different order. Please refer to the Supplemental Course Materials Packet of your instructor for the specific schedule of topics and assigned readings for your class.

**INTRODUCTION TO COURSE**

**Review of the Generalist Practice Perspective and Generalist Intervention Model**

- Discussion of group process and group dynamics
- Formation of task groups for group practice assignment
- Review of social work values, NASW Code of Ethics, and professionalism
- Review of Generalist assessment: Identifying client problems, needs, and strengths at micro, mezzo, and macro levels

**UNIT ONE: PRACTICE THEORIES AND MODELS**

**A. Case Conceptualization and Practice Theory**

- Overview of Practice theories: Psychodynamic, Behavioral/Social Learning, Systems/Ecological
- Practice Models: Psychodynamic Therapy in Short-Term Settings, Cognitive-Behavioral, Solution-Focused, Structural Family Systems, Multisystemic Therapy, Crisis Intervention, Clinical Case Management
- Difference between a theory and a practice model
- Review of multidimensional biopsychosocial assessment: Assessing the individual/family/group in the situation
- Review of Case Conceptualization from a Generalist Practice Perspective
- Clinical case conceptualization: Using practice theories and models when completing a multidimensional biopsychosocial assessment and formulating an in-depth case conceptualization.
- Application of Generalist assessment and case conceptualization to a common case vignette – *the Kim family*

**B. Case Conceptualization and Treatment Planning from a Generalist Practice Perspective**

- Thinking through the issues: Constructing a treatment plan from the case conceptualization
- Integrating a strengths perspective
- Incorporating practice theories and models in developing a treatment plan
- Steps to developing a treatment plan:
  - o Negotiating immediate and long-term goals
  - o Developing behavioral objectives for helping client achieve long-term goals
  - o Identifying alternatives and selecting interventions
  - o Clarifying roles and assigning tasks
  - o Establishing time frames
  - o Establishing criteria for measuring outcomes
- Review of ethical and legal issues that arise in assessing and intervening with individuals and families
- Application of Generalist case conceptualization and treatment planning to a common case vignette – *the Kim family*

**C. Cognitive-Behavioral Therapy: Theory**

- Overview of Cognitive-Behavioral Therapy: History
- Presentation of Cognitive Theory: Premises, assumptions, concepts
- Role of a Cognitive-Behavioral therapist
- Assessment using Cognitive-Behavioral Therapy
  
- **Case conceptualization using Cognitive Theory**
- Application of Cognitive Theory and Cognitive Behavioral Therapy to a common case vignette – *the Kim family (assessment and case conceptualization)*
- Practice application – *CBT with Anna: A Client With Mixed Anxiety and Depressive Disorder* – Donald Meichenbaum, Ph.D.

**D. Cognitive-Behavioral Therapy – Practice**

- Treatment planning: Goal setting using Cognitive-Behavioral Therapy
- Cultural sensitivity: Implementation of Cognitive-Behavioral Therapy with diverse groups (i.e., racial/ethnic groups; gay, lesbian and bisexual sexual orientation; socioeconomic class); age [see below]; sex; religion, and people with disabilities)
- Developmental issues: Implementation of Cognitive-Behavioral Therapy with different ages: Children, adolescents, adults and elderly people
- Strengths and Limitations of the Cognitive-Behavioral Therapy practice model
- Application of Cognitive Theory and Cognitive Behavioral Therapy to the Kim Family (treatment planning and interventions)

**E. Culturally Responsive Assessment and Diagnosis**

- Mental Status Exam, including cultural considerations
- Review of Crisis Intervention: Assessment and intervention in high risk situations (suicide, homicide, child abuse/neglect, domestic violence, elder abuse, psychotic behavior, substance abuse)
- Culturally responsive assessment of diverse groups: racial/ethnic; gay, lesbian, and bisexual; socioeconomic class; age; sex; religion; disability
- Application of culturally responsive assessment of high risk issues to a common case vignette – *the Kim family*
- Application of culturally responsive assessment to a Hmong client – “Bea Xiong.”

**F. Skills for Developing a Culturally Responsive Diagnostic Formulation**

- Ethnographic interviewing
- Introduction to DSM IV: Rationale, organization, multi-axial diagnosis, and major diagnostic categories
- Cultural considerations in making a diagnosis: Understanding the impact of human diversity in case conceptualization (e.g. ethnicity, sexual orientation)
- Culturally responsive diagnosis: Application of a cultural model (i.e., assessment of cultural systems and structures, gender role socialization, cultural values, trauma)
- Integrating DSM IV into case conceptualization

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- Application of culturally responsive diagnosis (DSM-IV and Sinacore-Guinn model to a common case vignette – *the Kim family*)
- Application of culturally responsive assessment and diagnosis to a Native American Family – “Joe and Sue”

### UNIT TWO: GROUP TREATMENT

#### A. Introduction to Group Treatment

- Formation of groups
- Group dynamics and process
- Ethical and legal issues in group work
- Preparing for and beginning a group
- Application – Case Study of a group for Latina teens

#### B. Group Development and Stages of Group

- Initial/preaffiliation stage
- Transition/power and control stage
- Intimacy stage
- Differentiation stage
- Termination stage
- Application: Case study of a group of male adolescents with substance abuse issues.

#### C. Applying Practice Theories to Group Work

- Psychodynamics in groups
- System theory as applied to groups
  - Families as groups
  - Agency staff as a group
  - Community as group
- Confrontation
- Cognitive-Behavioral, and Behavioral (Social Learning) Theories in Groups
- Application – Case study of the group dynamics of the staff of a group home

### UNIT THREE: THE HELPING PROCESS

#### A. Monitoring and Evaluating Practice

- Barriers to treatment: Interviewing skills and intervention strategies and techniques for the middle phase of treatment
  - Additive empathy
  - Interpretation
  - Confrontation
- Addressing client resistance
- Managing transference, countertransference, and vicarious traumatization
- Measuring treatment outcomes
- Application – Case Study related to professional boundary issues

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### **B. Termination**

- Evaluating progress and measuring treatment outcomes
- Preparing for termination
- Intervention strategies and techniques for termination

### **C. Group Presentations on Practice Models**

- Psychodynamic Therapy in a Short-Term Setting
  - Behavioral Therapy (Social Learning Theory)
  - Solution-Focused Therapy
  - Structural Family Therapy
  - Multisystemic Therapy
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- **Integrating the Practice Theories / Evaluating the Course**

**Appendix A**  
**Application of Practice Theories/Models**  
**To a Case in Field Practicum**

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Preparation:

*Students will complete a biopsychosocial assessment of a client from their field practicum. This client must be a different client than the one used as a case study in SW630. The assessment includes the agency setting, client identifying information, referral source, presenting problem, mental status exam, assessment of high risk factors, and significant history. Assessment tools would also include a genogram, ecomap, and culturagram.*

*Please see the instructor's Supplemental Course Materials Packet for details of how this assessment (or elements of the assessment) may be required as part of the assignment.*

The Case Study Paper will consist of the following areas:

*\*Case conceptualization using a practice theory/model chosen by student as most appropriate for the client. The conceptualization should include a description and analysis of the client's therapeutic issues according to the premises and concepts of the practice model/theory.*

*\* 5-Axis DSM-IV-TR diagnosis will be completed on the client as appropriate.*

*\*Treatment and service plan, including a list of problems, treatment goals (immediate and long term), modalities and specific interventions, community resources, cultural factors, and criteria for measuring practice effectiveness.*

*\*Reflections on your work with the client, including professional use of self and concluding comments about the case.*

The detailed content for each section, due date and percentage toward final grade for this assignment are listed in each instructor's Supplemental Course Materials Packet.