

**THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL
SCHOOL OF SOCIAL WORK**

Course Number: Social Work 247

Course Title, Semester and Year: Health and Mental Health Practice with Adults,
Section 2, Fall, 2002

Course Description: This course is a seminar on clinical health and mental health social work practice with adults and covers assessment and a wide-range of theoretically based interventions. The format of this course will include both lectures and experiential exercises.

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Course Description: This course is a seminar on health and mental health clinical social work practice with adults and covers assessment and a wide-range of theoretically based interventions.

Course Objectives: This advanced direct practice health and mental health course builds upon the basic knowledge regarding human development throughout the life cycle (HBSE SOWO 103), the foundation practice course in social work SOWO 227, and adult health and mental health (SOWO 230). Introductory-level theoretical knowledge and clinical skills are to be advanced and applied specifically to practice with adults and their families in health and mental health settings. Upon completion of this course students are expected to:

1. Demonstrate the role of the Social Worker in both health and mental health inpatient and outpatient settings;
2. Increase understanding of the social work roles and the role of other professionals in health and mental health settings, including the strategies necessary to develop collaborative relationships with interdisciplinary team members;
3. Complete a bio-psychosocial assessment that is sensitive to, and addresses issues of differences including ethnicity, age, gender, sexual orientation, class, and spiritual beliefs;
4. Demonstrate greater skills in linking the assessment process to an individualized treatment plan that delineates specific goals and objectives that are measurable;
5. Demonstrate greater skills in establishing and *maintaining* relationships with clients that may include addressing and managing resistance, boundaries, transference, counter-transference and self-disclosure;
6. Demonstrate the ability to critically examine and resolve ethical issues experienced by social workers in health and mental health settings;

7. Demonstrate the ability to select and apply appropriate theoretically based interventions with clients and their families in health and mental health settings;
8. Demonstrate the ability to work effectively within a managed care environment, including appropriate methods of documentation and intervention;
9. Develop knowledge of psychopharmacologic interventions in both health and mental health settings.

Skills to be Acquired in this Class:

1. The ability to identify and use “the process” during treatment interventions;
2. The ability to intervene successfully during the middle-phase of treatment;
3. The ability to identify your theoretical perspective which underlies your treatment intervention;
4. Increased ability for self-awareness which includes an ability to understand your cultural background and family system; and self assess one’s own development (i.e., counter-transference, over-identification, impatience, rescuing, etc.); and
5. The ability to utilize various techniques that will be helpful to the individual or family system.

Required Texts/Reading

Teyber, E. (2000). *Interpersonal process in psychotherapy: A relational approach*. Belmont, CA: Brooks/Cole Publishing Company.

Required texts are available in the UNC Health Affairs bookstore – 966-2208. Three copies of all of the required readings and some of the recommended readings will be available in a file in the Learning Resource Center on the fifth floor of the Tate-Turner-Kuralt Building. ***These copies may be copied or read in the building, but please do not take them from the building.***

All required articles can be found at <http://www.lib.unc.edu/reserves.html>. The articles can be accessed by Professor’s name or course number. The password for e-reserves is “teyber” (case-sensitive). Copies of all required articles can also be found in the SSW Reading Room.

Recommended Text

Dziegielewski, S. F. (1998). *The changing face of health care social work: Professional practice in the era of managed care*. New York: Springer Publishing Company.

Sands, R. G. (2001). *Clinical social work practice in behavioral mental health* (2nd ed.). Boston: Allyn and Bacon.

Bentley, K. J., & Walsh, J. (1996). *The social worker and psychotropic medication: Towards effective collaboration with mental health clients, families, and providers*. Pacific Grove, CA: Brooks/Cole Publishing.

Teaching Methods

This course will involve lecture, discussion, role playing, video clips, and student case presentations. These teaching strategies will be used to help students master the theoretical approaches and skills needed to intervene with adult clients in both health and mental health settings. It is expected that the student will be involved in the course: thus, participation in discussion and role playing is mandatory.

Class Assignments

1. Personal Goals and Objectives due Week 4. (10%) This assignment will be the foundation of our understanding of your desired professional growth. Students are to list three to five individual

goals for this course and operationalize related objectives. This might include goals such as increasing self-awareness, warmth, empathy, listening skills, ability to follow process, ability to focus, ability to set goals, knowledge of biopsychosocial development, knowledge of mental disorders, cultural awareness, sensitivity to issues of development, knowledge of particular models of treatment, knowledge of legal and ethical issues, etc. Write one or two paragraphs in which you attempt to place yourself on a developmental continuum with respect to each of your goals. Then indicate what you think would help you progress along this continuum toward these goals and how you can use this class to facilitate that progression (e.g. present a case, research a treatment model, etc.).

2. Journaling on Readings: (25%) You will be required to journal on each chapter of the Teyber book and on selected other readings. The journal writing is to be limited to no more than one page on each chapter. This document will be submitted to me each week. **Do not summarize the chapter! Instead, respond and react to the content.** Suggested questions to respond to are: What new insights have you gained from this chapter? What skills are you learning? Have you been able to implement and practice these skills (interventions) in treatment with your clients? In what areas (or specific element of this skill) do you need to continue to grow? In what ways do you feel this information adds to your professional growth or sense of awareness? You will also be required to journal on selected articles throughout the semester.

3. Mid-term: (30%) (October 15th). This examination is designed to evaluate your knowledge and understanding of the material covered in class and in the required readings. The examination will consist of essays, short answers, and brief case analysts.

4. Clinical Intervention Paper (30%) due Week 13 (**November 26th**), is designed to give students an opportunity to research in depth a treatment model of interest to the student. The paper should be 8-10 pages, double-spaced and typed in a 12-point font. It should include a description of the treatment model and an application of that model to a fictional film character. This paper will include a mental status exam, assessment of the presenting problem, a tentative diagnosis, initial treatment goals or service plan that reflect a culturally competent approach. Empirical evidence about the evidence based practice for this model should be cited. As this is a research paper, it is expected that the reference list will include at least five sources other than assigned readings, though assigned readings may also be used. APA style should be followed. A detailed handout will be given with greater explanation and a list of possible videos will be included.

5. Class Participation (5%): You will receive 3 points for consistent attendance, 4 for attendance and occasional sharing, and 5 points if you consistently contribute in class.

Grading System

H = 94 and above

P = 80 to 93

L = 70 to 79

F = 69 and below

In order to be as objective as possible in my grading of the **Clinical Intervention Paper** and the **Exam**, please use your student **PID number**. **DO NOT USE YOUR NAME.**

You will lose 5 points if your name is included.

Policy on Incompletes and Late Assignments:

It is expected that assignments will be completed at times noted in the syllabus. If you have a situation arise that may prohibit you from completing the assignment on time, any request for delay of an assignment/exam must be done *in advance* of the due date on an assignment/exam. Approved delays will not affect the grade. Any unapproved delays or assignments completed after an approved delay date

will begin to accrue a five (5) point reduction every 24 hours that the assignment is late. No make-up exams will be given unless the student has an emergency. If the student is allowed to take a make-up exam, the exam may be in a different format or have different questions than the regular exam. If the student meets unavoidable obstacles to meeting the time frame, the student should discuss the circumstances with the instructor to determine if an initial grade of incomplete (INC) would be appropriate. I prefer not to give an incomplete grade and will give incompletes only in compliance with University policy

Policy on Academic Dishonesty

Please refer to the *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Policy on Accommodations for Students with Disabilities:

Students with disabilities which affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc..

**COURSE OUTLINE
FOCUS ON SKILL DEVELOPMENT**

- Week 1: (8/20) Introductions, Course Overview, Process & Content Skills
- Week 2: (8/27) Bio-psychosocial Assessments and the Mental Status Exam
- Week 3: (9/3) Bio-psychosocial Assessment, Introduction (Teyber 1) / Diversity Issues
- Week 4: (9/10) Establishing a working alliance / Identify Recurrent Themes (Teyber 2)
- Week 5: (9/17) Honoring client's resistance (Teyber 3) / MET – Motivational Enhancement Therapy
- Week 6: (9/24) An internal focus for change (Teyber 4) / Therapist Anxiety & Client's
- Week 7: (10/1) Responding to conflicted emotions (Teyber 5) / Stress Exercise
- Week 8: (10/8) Medication: **Guest Speaker**
- Week 9: (10/15) Familial and developmental factors (Teyber 6) / Family Theory

**Week 10: (10/22) MID-TERM EXAM (Covers WEEKS 1 – 8)
First 5 chapters of Teyber, Class lectures and notes, and required readings.**

- Week 11: (10/29) Inflexible interpersonal coping strategies (Teyber 7)
- Week 12: (11/5) Current interpersonal factors & An interpersonal solution (Teyber 8 & 9)
- Week 13: (11/12) Crisis Intervention (Medical & Psychiatric)
- Week 14: (11/19) Trauma – Abuse Focus (Final Paper can be submitted Week 14 or Week 15)
- Week 15: (11/26) Working through termination & Grief, Discharge Planning (Teyber 10)
- Week 16: (12/3) Discussion of Clinical Paper, Termination Rituals, and Evaluations.

Week 1 Introduction and Overview

1. Introductions
2. Course overview
3. The inter-relationship between health and mental health practice.
4. Focus on Process and Content

Assigned Reading:

Teyber Ch 1- Introduction and Overview

Berkman, B. (1996). The emerging health care world: Implications for social work practice and education. *Social Work, 41*(5), 541-551.

Goldstein, E.G. (1996). What is clinical social work? Looking back to move ahead. *Clinical Social Work Journal, 24*(1), 89-104.

Week 2: Mental Status Exam & Bio-psychosocial Assessments:

1. Mental Status Exam
2. Assessments
3. Goal & Objectives

Assigned Reading:

Sands, R.G. (2000). Ch 3: A biopsychosocial conceptual framework. *Clinical Social Work Practice in Behavioral Mental Health: A Post-Modern Approach to Practice with Adults*. Boston: Allyn & Bacon.

Sands, R.G. (2000). Ch 4: A biopsychosocial assessment. *Clinical Social Work Practice in Behavioral Mental Health: A Post-Modern Approach to Practice with Adults*. Boston: Allyn & Bacon.

Teyber Ch 1- Introduction and Overview

Week 3: Bio-psychosocial Assessments & Diversity (Teyber 1)

1. Ethnographic Interviewing: A useful Technique
2. Communication styles
3. Differences in access to and quality of services: The impact of gender, socio-economic status, ethnicity, and sexual orientation
4. Ethical issues
5. Goals & Objectives

Assigned Reading:

Teyber Ch 1- Introduction and Overview

Greene, G.J. & Jensen, C. (1996). A constructivist perspective on clinical social work practice with ethnically diverse clients. *Social Work, 41*(2), 172-181.

Week 4: Establishing a working alliance (Teyber 2)

1. Mindfulness
2. Client as expert
3. Recurrent themes

Assigned Reading:

Teyber Ch 2- Establishing a working alliance

Week 5: Honoring the client's resistance (Teyber 3)

1. Resistance issues throughout the treatment process
2. Motivational interviewing techniques
3. Prochaska & DiClemente's Model of Change
4. Role plays: primary challenges to the therapist

Assigned Reading:

Anderson, C. & Steward, S. (1982). Challenges to the therapist's competence.

Mastering resistance: A practical guide to family therapy. (pp.120-150). New York: The Guildford Press.

Teyber Ch. 3- Honoring the client's resistance

Shinitzky, H. E. & Kub, J. (2001). The art of motivating behavior change: The use of motivational interviewing to promote health. *Public Health Nursing, 18*(3), 178-185.

Moyers, T. B. & Rollnick, S. (2002). A motivational interviewing perspective on resistance in psychotherapy. *Psychotherapy in Practice, 58*(2), 185-193.

Week 6: : An internal focus for change (Teyber 4)

1. Focusing the client inward
2. Managing client's anxiety
3. Role Plays

Assigned Reading:

Teyber Ch 4- An internal focus for change

Week 7 : Responding to conflicting emotions (Teyber 5)

1. Affective constellations
2. Counter-transference

Assigned Readings:

Mackey, R. A., & Mackey, E .F. (1993). The value of personal psychotherapy to clinical practice. *Clinical Social Work Journal, 21*(1), 97-110.

Raines, J. C. (1996). Self-disclosure in Clinical Social Work. *Clinical Social Work Journal, 24* (4), 357-375.

Teyber Ch 5- Responding to conflicted emotions

Week 8 : Medication : Guest speaker

Week 9: Familial and developmental factors (Teyber 6)

Assigned Reading:

Axelrod, J., Geismer, L. & Ross, R. (1994). Families of chronically mentally ill patients: Their structure, coping resources and tolerance for deviant behavior. *Health and Social Work, 19*, 4, 271-278.

Bergman, A., Wells, L, Bogo, M., Abbey, S., Chandler, V., Embleton, L., Guirgis, S., Huot, A., McNeill, T., Prentice, L., Stapleton, D., Shekter-Wolfson, L, & Urman, S. (1993). High-risk indicators for family involvement in social work in health care: A review of the literature. *Social Work, 38*, 281-288.

Teyber Ch. 6- Familial and developmental factors

**Week 10: 10/22 MID-TERM EXAM, Covers WEEKS 1-8,
First 5 chapters of Teyber, Class lectures and notes, and required readings.**

Week 11: Inflexible interpersonal coping strategies (Teyber 7)

1. Coping skills
2. Generic conflict

Assigned Reading:

Teyber Ch 7- Inflexible interpersonal coping strategies

Week 12: Current interpersonal factors & An interpersonal solution (Teyber 8 & 9)

1. Ambivalence- MET
2. Bringing conflict into session
3. Testing behaviors

Assigned Reading:

Teyber Ch 8- Current interpersonal factors
Teyber Ch 9- An interpersonal solution

Week 13: Crisis Intervention/ Guest Speaker

Assigned Reading:

- Callahan, J. (1996). Documentation of client dangerousness in a managed care environment. *Health & Social Work, 21*(3), 202-207.
- Harvey, M. (1996). An ecological view of psychological trauma and trauma recovery. *Journal of Traumatic Stress, 9*, 1, 3-23.
- McCann, I.L. & Pearlman, L. (1990). Vicarious traumatization: A framework for understanding the psychological effects of working with victims. *Journal of Traumatic Stress, 3*, 1, 131-149.

Week 14: Trauma – Abuse Focus / Guest Speaker

Assigned Reading:

- *Lebowitz, L., Harvey, M., & Herman, J. (1993). A stage-by-stage dimension model of recovery from sexual trauma. *Journal of Interpersonal Violence, 8*, 3, 378-391.

Week 15: Working through termination and Grief (Teyber 10)

1. Grief work in the termination process
2. Death and Dying Issues
3. Exploiting the endings
4. Termination Rituals
5. Evaluating Your Practice
6. Class Evaluations
- 7.

Assigned Reading:

Teyber – Ch 10 – Working through and termination

Clinical Intervention Paper due Week 14 or Week 15)

Week 16: Discussion of Clinical Paper, Termination Rituals, Self Learning, & Evaluations

SOWO 247 Recommended Reading

Introduction Health and Mental Health

- *Dziegielewski – Ch 1 – Changing face of health care social work
- *Dziegielewski – Ch 2 – The evolution of the “new” health care social work

Bio-psychosocial Assessment and Diversity

Dungee-Anderson, D., & Beckett, J. O. (1995). A process model for multicultural social work practice. *Families in Society, 75*, 459-468.

- *Dziegielewski – Ch 12- Mental health assessment and diagnosis in the health care setting

Edith, E. W., & Ellison, F. (1996). Culturally informed social work practice with American Indian clients: Guidelines for non-Indian social workers. *Social Work, 41*, 147-151.

Faria, G. (1997). The challenge of health care social work with gay men and lesbians. *Social Work in Health Care, 25*(1/2), 65-72.

Mokau, N., & Fong, R. (1994). Assessing the responsiveness of health services to ethnic minorities of color. *Social Work in Health Care, 20*(2), 23-34.

Proctor, E. & Davis, L. (1994). The challenge of racial difference: Skills for clinical practice. *Social Work, 39*, 3, 314-323.

- *Sands, Chapter 7 – Race, ethnic, and cultural issues

Spaulding, E. (1993). Unconscious raising: Hidden dimensions of heterosexism in theory and practice with lesbians. *Smith Studies in Social Work, 63*, 3, 231-245.

Vigilante, F.W. & Mailick, M. (1998). Needs resource evaluation in the assessment process. *Social Work, 101*-104.

Vance, J.E. & Sanchez, H. (1994). Delivering resiliency to those at risk. Raleigh, N.C.: Resiliency, Inc.

Crisis Intervention

Bell, Janet L. (January 1995). Traumatic event debriefing: service delivery designs and the role of social work, *Social Work, 40*(1), 36-43.

Cournoyer, B. R. (1996). Converging themes in crisis intervention, task-centered and brief treatment approaches. In A. R. Roberts (Ed.), *Crisis management & brief treatment* (pp. 3-15). Chicago: Nelson-Hall.

Hoffman, D. & Rempel, M. (1975). Uncovering the precipitant in crisis intervention. *Social Casework, 56*(5), 259-267.

Myer, Rick A. & Hann, Fred J. (1992). Working in hospital emergency departments: guidelines for crisis intervention workers, 37-59.

Newhill, C. E. (1989). Psychiatric emergencies: Overview of clinical principles and clinical practice. *Clinical Social Work Journal, 17*(3), 245-258.

- *Poindexter, C.C. (1997). In the aftermath: Serial crisis intervention for people with HIV. *Health and Social Work, 22*, 125-132.

Roberts, A. R. (1996). Epidemiology and definitions of acute crisis in American society. In A. R. Roberts (Ed.), *Crisis management & brief treatment* (pp. 16-33). Chicago: Nelson-Hall.

Therapeutic Relationships and Interventions for Client Resistance

Blanck, G., & Blanck, R. (1994). Resistance: The unmotivated patient. *Ego psychology: Theory and practice* (2nd ed.). (pp. 204-220). New York: Columbia University Press.

Ridley, D. R. (1984). Clinical treatment of the non-disclosing Black client: A therapeutic paradox. *American Psychologist*, November, 1984, 1234-1244.

Psychopharmacology

*Bentley, K. J., & Walsh, J. (1996). Medication education for clients and families. The social worker & psychotropic medication: *Toward effective collaboration with mental health clients, families, and providers*. (pp. 123-135). Pacific Grove, CA: Brooks/Cole.

*Bentley, K. J., & Walsh, J. (1996). Medication adherence and refusal. The social worker & psychotropic medication: *Toward effective collaboration with mental health clients, families, and providers*. (pp. 136-151). Pacific Grove, CA: Brooks/Cole.

*Bentley, K. J., & Walsh, J. (1996). Medication monitoring and management: The social worker & psychotropic medication: *Toward effective collaboration with mental health clients, families, and providers*. (pp. 152-169). Pacific Grove, CA: Brooks/Cole.

*Davidson, M., & Jamison, P. W. (1983). The clinical social worker and current psychiatric drugs: Some introductory principles. *Clinical Social Work Journal*, 11(2), 139-150.

*Dziegielewski:-Ch 13-Understanding & knowledge of medications in the health care setting

Fielden, M. A. (1995). Depression in older adults. In F. J. Turner (Ed.), *Differential diagnosis and treatment in social work*. (4th ed.) (pp. 372-385). New York: The Free Press.

Garety, P., Fowler, D. & Kuipers, E. (2000). Cognitive-behavioral therapy for medication-resistant symptoms. *Schizophrenia*, 26, 1, 73-86.

Granvold, D. K. (1995). Cognitive treatment. In R. L. Edwards (Ed.), *Encyclopedia of Social Work* (19th ed.). Vol. 1 (pp. 525-538). Washington, DC: NASW Press.

Hollon, S. D., & Beck, A. T. (1994). Cognitive and cognitive-behavioral therapies. In A. E. Bergin & S. L. Garfield (Eds.), *Handbook of psychotherapy and behavior change* (4th ed.) (pp. 428-466). New York: John Wiley & Sons.

Murphy, H. (1984). Cultural variation in responses to psychotropic drugs. In J. Mezziah (Ed). *Culture and psychopathology*. (pp. 476-493). New York: The Free Press.

Rauch, J. B., Sarno, C., & Simpson, S. (1995). Screening for affective disorders. In F. J. Turner (Ed.). *Differential diagnosis and treatment in social work*. 4th ed.). (pp. 317-328). New York: The Free Press.

Scott, M.J., & Stradling, S.G. (1995). The cognitive behavioral approach with depressed clients. In F. J. Turner (Ed.), *Differential diagnosis and treatment in social work*. (4th ed.) (pp.362-371). New York: The Free Press.

Social Intervention: Interpersonal Theory and Intervention

- Adler, G. (1972). Helplessness in the helpers. *British Journal of Medical Psychology*, 45, 315-326.
- Donner, S. (1998). Self-psychology: Implications for social work. *Social Casework*, 17-22.
- Elise, D. (1991). When sexual and romantic feelings permeate the therapeutic relationship. In C. Silverstein (Ed.), *Guys, lesbians and their therapists*. NY: W.W. Norton & Co.
- Goldstein, E.G. (1998). Ego Psychology and Object Relations Theory. In Rachel A. Dorfmann, (Ed.). *Paradigms of clinical social work: Volume 2. (pp. 19-44)*. New York: Brunner/Mazel.
- Holmes, D. (1992). Race and transference in psychoanalysis and psychotherapy. *International Journal of Psychoanalysis*, 73, 1, 1-11.
- Tang, N. & Gardner, J. (1999). Race, culture, and psychotherapy: Transference to minority therapists. *Psychoanalytic Quarterly*, LXVIII, 1-20.
- *Teitelbaum, S. (1991). Counter-transference and its potential for abuse. *Clinical Social Work Journal*, 19(3), 267-277.

Family Theory and Social Intervention in Health and Mental Health Settings

- Carter, Elizabeth A. & McGoldrick, Monica. (1980). *The Family Life Cycle: A Framework for Family Therapy*. New York: Gardner Press.
- Dilworth-Anderson, P., Williams, S. W., & Cooper, T. (1999). The contexts of experiencing psychological distress among family caregivers to elderly African Americans. *Family Relations*, 48, 391-396.
- Evans, T. (1999). Family interventions during a life crisis. In K. Strom-Gottfried, *Social work practice: Cases, activities, and exercises* (pp. 308-312). Pine Forge Press: Thousand Oaks, CA. (Copy to be obtained through instructor.)
- Hartmann, Ann. (1995). Family therapy, in Edwards, Richard L. (Ed.), *The Encyclopedia of Social Work, 19th Edition, Volume 2*, 983-981.
- Kadushin, G. (1996). Gay men with AIDS and their families of origin: An analysis of social support. *Health and Social Work*, 21, 141-149.
- Margules, D. (1995). The application of family systems theory to geriatric hospital social work. *Journal of Gerontological Social Work*, 24(1-2), 45-54.
- McGoldrick, M., Pearse, J. & Giordano, I. (Eds.) (1982). *Ethnicity and Family Therapy*. New York: The Guilford Press.
- Goodman, L. A., Dutton, M. A., & Harris, M. (1995). Episodically homeless women with serious mental illness: Prevalence of physical and sexual assault. *American Journal of Orthopsychiatry*, 65(4), 468-478.
- Quam, J. K., & Abramson, N. S. (1991). The use of time lines and life lines in work with chronically mentally ill people. *Health and Social Work*, 16(1), 27-33.
- Wasow, M. (1995). *The skipping stone: Ripple effects of mental illness on the family*. Palo Alto: Science and Behavior Books.

Substance Abuse

- *Andrews, A. B., & Patterson, E. G. (1995). Searching for solutions to alcohol and other drug abuse during pregnancy: Ethics, values, and constitutional principles. *Social Work, 40*, 55-64.
- *Roberts, A. C., Jackson, M. S., & Carlton-LaNey, I. (2000). Revisiting the need for feminism and Afrocentric theory when treating African-American female substance abusers. *Journal of Drug Issues, 30* (4), 901-918.

Social Intervention: Trauma Work

Allen, I. M. (1997). PTSD among African Americans. In A. J. Marsella, M. J. Friedman, E. T. Gerrity, & R. M. Scurfield (eds.). *Ethnocultural aspects of Post Traumatic Stress Disorder: Issues of research and clinical applications*. APA: Washington, D.C.

Herman, J. (1992). *Trauma and recovery*. NY: Basic Books.

*Lebowitz, L., Harvey, M., & Herman, J. (1993). A stage-by-stage dimension model of recovery from sexual trauma. *Journal of Interpersonal Violence, 8*, 3, 378-391.

Yassen, J. (1995). Preventing secondary traumatic stress disorder. In C. Figley (Ed.), *Compassion fatigue*. NY: Brunner.

Family Theory

- *Axelrod, J., Geismer, L. & Ross, R. (1994). Families of chronically mentally ill patients: Their structure, coping resources and tolerance for deviant behavior. *Health and Social Work, 19*, 4, 271-278.
- *Bergman, A., Wells, L, Bogo, M., Abbey, S., Chandler, V., Embleton, L., Guirgis, S., Huot, A., McNeill, T., Prentice, L., Stapleton, D., Shekter-Wolfson, L, & Urman, S. (1993). High-risk indicators for family involvement in social work in health care: A review of the literature. *Social Work, 38*, 281-288.
- *Boyd, C. (1999). The therapist's own family: Principles of family systems theory & family therapy. In C. Boyd (Ed.) *The search for what helps? Theory, principles, therapy*. (p. 3-12). Unpublished manuscript.

Roles, Interdisciplinary Collaboration & Ethics

*Abramson, J. S., & Mizrahi, T. (1996). When social workers and physicians collaborate: Positive and negative interdisciplinary experiences. *Social Work, 41*, 270-281.

Austrian, S. G. (1999). Clinical social work in the 21st century: Behavioral managed care is here to stay. In Rachel Dorfmann, (Ed.). *Paradigms of clinical social work: Volume 2*. (pp.315-336). New York: Brunner/Mazel.

*Browner, C. H. , Preloran, H. M. , & Cox, S. J. (1999). Ethnicity, bioethics, and prenatal diagnosis: The amniocentesis decisions of Mexican-origin women and their partners. *American Journal of Public Health, 89*, 1658-1666.

Christ, W. R. , Clarkin, J. F. & Hull, J. W. (1994). A high-risk screen for psychiatric discharge planning. *Health & Social Work, 19*(4), 261-270.

Corcoran, K. Managed care: Implications for social work practice. In R. L. Edwards (Ed.), *Encyclopedia of Social Work (19th ed.): 1997 Supplement* (pp. 191-200). Washington, DC: NASW Press.

*Cornelius, D. S. (1994). Managed care and social work: Constructing a context and a response. *Social Work in Health Care, 20*(1), 47-63.

- Dane, B. O., & Simon, B. L. (1991). Resident guests: Social workers in host settings. *Social Work, 36*, 208-213.
- *Davidson, J. R., & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health and Social Work, 21*, 208-215.
- *Egan, M., & Kadushin, G. (1998). The social worker in the emerging field of home care: Professional activities and ethical concerns. *Health and Social Work, 24*, 43-55.
- *Lohmann, R. A. (1997). Managed care: A review of recent research. In R. L. Edwards (Ed.), *Encyclopedia of Social Work (19th ed.): 1997 Supplement* (pp. 200-213.) Washington, DC: NASW Press.
- Munson, C.E. (1996). Autonomy and managed care in clinical social work practice. *Smith College Studies in Social Work, 66* (3), 241-260.
- *Netting, F. E., & Williams, F. G. (1996). Case-manager-physician collaboration. Implications for professional identity, roles, and relationships. *Health and Social Work, 21*, 216-224.
- Reamer, F. (1998). Managed care: Ethical considerations. In G. Schames & A. Lightburn (Eds.), *Humane managed care?*. Washington D.C.: NASW Press.
- Reamer, F.G. (1995). Ethics and values. In R. Edwards (Ed.), *The encyclopedia of social work: vol. I* (19th ed., pp. 893-902). Washington D.C.: NASW Press.
- *Resnick, C., & Tighe, E. G. (1997). The role of multidisciplinary community clinics in managed care systems. *Social Work, 42*, 91-98.
- *Shapiro, J. (1995). The downside of managed mental health. *Clinical Social Work Journal, 23*(4), 441-451.
- Tuzman, L. & Cohen, A. (1992). Clinical decision making for discharge planning in a changing psychiatric environment. *Health & Social work, 17*(4), 299-307.

Case Management

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***copies available in reading room**

ADDITIONAL RESOURCES

WEB SITES:

American Cancer Society: <http://www.cancer.org/frames.html>
American Heart Association: <http://www.amhrt.org/>
American Women's Health Association (AWHA) Health Topics:
<http://www.amwa-doc.org/healthtopics/healthlist.html>
American Social Health Association: <http://sunsite.unc.edu/ASHA/>
Bereavement Education Center: <http://www.bereavement.org/>
CDC National Aids Clearinghouse: <http://www.cdcnac.org/>
Centers for Disease Control and Prevention: <http://www.cdc.gov/>
Heart Information Network: <http://www.heartinfo.org/>
HIV Insite: <http://hivinsite.ucsf.edu/>
Growth House, Inc.: <http://www.growthhouse.org/default.html>
Jacobs Institute of Women's Health: <http://www.jiwh.org/>
Minority Health Project: <http://www.minority.unc.edu>
The New York Times Women's Health Page: <http://www.nytimes.com/women/>
March of Dimes Birth Defects Foundation: <http://www.modimes.org>
Maternal and Child Health Bureau: <http://www.os.dhhs.gov/hrsa/mchb>
Maternal and Infant Health: http://www.cdc.gov/nccdphp/m_infant.htm
National Cancer Institute: <http://www.nci.nih.gov/>
National Center for Injury Prevention and Control: <http://www.cdc.gov/ncipc/dvp/yvfacts.htm>
National Center for Youth with Disabilities: <http://www.cyfc.umn.edu/Youth/ncyd.html>
North Carolina Child Advocacy Institute: <http://www.ncchild.org/html/login.html>
North Carolina State Center for Health Statistics <http://hermes.sches.ehnr.state.nc.us/SCHS>
North Carolina Office of State Planning: <http://www.ospl.state.nc.us/>
Office of Minority Health Resource Center: <http://www.omhrc.gov/frames.htm>
Institute to Eliminate Racial and Ethnic Disparities in Health: <http://raceandhealth.hhs.gov/>
SIECUS Sexuality and Disability Bibliography: <http://www.siecus.org/pubs/biblio/bibs0011.html>
SIECUS Sexuality in Middle and Later Life Bibliography: <http://www.siecus.org/pubs/biblio/bibs0014.html>
Women's Health Initiative (WHI): <http://www.nhlbi.nih.gov/nhlbi/whi1/>
Y-Me National Breast Cancer Organization: <http://www.y-me.org/>