

# **SPECIALIZED FIELD LEARNING OPPORTUNITIES FOR THE ADVANCED CONCENTRATION YEAR**

## **I. TREATMENT OF CHILDREN AND FAMILIES**

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Students selected for this field learning opportunity take specific courses and required colloquia designed to provide curricular support for specialized placements working with children to age 12 or grade level 6. The academic work provides in-depth study of child development and direct practice work with children and their families as well as a child and family treatment case seminar. Students in this sequence will attain population specific knowledge such as developmental theories related to children, knowledge of family development across the life cycle, psychodynamic principles attending the life cycle, attachment theory and research, and neurobiological development in children. Students will learn and demonstrate a unique set of skills including family therapy, cognitive behavioral techniques with children, and play therapy. Placements will be in settings which offer a focus on child treatment within the context of the family and collateral networks over a period of time allowing for direct assessment and treatment of the child. Students involved in these placements will also be expected to do in home social work practice and collateral visits to schools and after-school programs.

### Courses and Colloquia:

Summer 2009	Child Development HB III/Children	Thursdays 11am-1:05pm May 21-Aug 6th Thursdays 1:45pm-4:05pm May 21-Aug 6th
Fall 2009	Clinical Practice w/Children & Their Families	(Day and Time TBA)
	One 2- hour required Seminars (non credit)	(Day and Time TBA)
Spring 2010	Case Seminar: Children & Their Families Advanced Social Policy/Children	(Day and Time TBA) (Day and Time TBA)
	One 2-hour required Seminars (non-credit)	(Day and Time TBA)

Students will develop and demonstrate a knowledge and understanding of child and family models and techniques for working with children and their families. These include play therapy, activity groups, cognitive behavioral techniques and family therapy. Parental Guidance and work with single parents, foster care parents and blended family will be included.

Students will attain and demonstrate developmental knowledge of children including knowledge of age appropriate/normative skills, intellectual development, language acquisition, attachment research, emotional capacity and interpersonal skills and will be able to address these according to the child's needs.

Students will develop and demonstrate knowledge of family development across the life cycle, including the use of evidence-based research on skills, interventions and diagnostic phenomenon, recent and a beginning understanding of neurobiological development in children.

Students will develop and demonstrate sensitivity to issues of race, ethnicity, stressors of immigration, economic status and gender issues in their work with children and their guardians.

Students will demonstrate the knowledge, skills and behaviors essential to social work practice with this population through assignments in class, self evaluation, and demonstration of competence through evaluation of field and classroom instructors. Students will demonstrate their mastery of knowledge and skills in the field work setting in assessment of child and family (both formal and informal) and in the ability to utilize individual, family and group modalities. These will include knowledge of collateral interventions within and across systems,(i.e. care takers, school, home visits, after-school activities, etc.)

## **II. CLINICAL ANTI-RACISM PROGRAM**

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The Jewish Board of Family and Children's Services (JBFCS) and New York University Silver School of Social Work are excited to offer second-year MSW students an opportunity to develop clinical practice skills with individuals, families, and groups that integrate a significant and evolving anti-racist framework.

Field placements at JBFCS will provide direct practice experience with a racially and culturally diverse population of youth and families. JBFCS field placement opportunities are offered in a wide range of settings including preventive, residential, mental health clinic, day treatment programs, domestic violence shelters, and school settings. Placement sites are located in all five boroughs and Westchester.

JBFCS programs are nationally recognized as providing the highest quality of clinical care. It is anticipated that students will become engaged in the process of developing both the critical thinking and the self-awareness which are necessary components of anti-racist practice.

Experiential and didactic student groups at JBFCS as well as enhanced faculty advisement through NYU-SSSW are provided to support students in the above process. There has been a cohort of approximately 15 NYU-SSSW second year students from diverse backgrounds who have participated in this program for the past five years.

JBFCFS has been an outstanding field placement site for many years. The addition of the Clinical Anti-Racism Program has enhanced these learning experiences even further. The clinical opportunities at this agency include: a challenging, rich and diverse caseload, clinical work in a variety of modalities (individual, family, group, couple), a wide range of settings (see above), clients of across the life span (toddlers to elderly), experienced, professional and knowledgeable field instructors who maintain high educational standards, multiple learning opportunities including above-mentioned groups, agency-wide student groups, specialized training depending upon setting, e.g., therapeutic nursery groups, and student support groups for students of color.

### **III. SUBSTANCE ABUSE AND CO-OCCURRING DISORDERS**

Faculty Coordinators:

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Social workers encounter individuals with substance abuse problems and their families in every setting in which they are employed and are in an ideal position to intervene. A well-grounded knowledge of practice interventions with this population is in demand in the workplace and is often a prerequisite for positions in many settings, including schools, EAPs, hospitals, and mental health clinics. Recognition of the need for treating co-occurring mental health and substance use disorders is growing, as are the numbers of programs that serve them. Advanced Concentration students who are interested in deepening their clinical skills with individuals who have substance abuse and/or co-occurring disorders and their families are encouraged to apply for this program. Agencies and field instructors have been selected based on their commitment to teaching students.

#### **Enrichment Seminar**

All participants will be required to attend a monthly two-hour didactic and group supervision seminar at the SSW. Agencies will release students for these seminars and the hours will be counted as part of the field placement hours. All students will have the same faculty advisor, who will also conduct the enrichment seminar. Agency professionals will contribute their knowledge as guest speakers.

The seminar will cover a wide range of topics important for gaining expertise in this area including:

- Organizational structure and culture of substance abuse agencies
- Interdisciplinary collaboration with alcohol and drug counselors
- Assessment and diagnosis
- Substance abuse treatment options
- Co-occurring disorders
- 12-step groups
- Harm reduction

- Motivational interviewing
- Solution-focused therapy
- Cognitive Behavioral Therapy and Relapse Prevention
- Families and children in substance-abusing families
- Case presentations

At the successful completion of the placement year, participants will receive a certificate and a letter detailing the training they have gained in the field of substance abuse and/or co-occurring disorders.

#### **IV. ZELDA FOSTER STUDIES IN PALLIATIVE AND END OF LIFE CARE**

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Zelda Foster was a pioneer in the development of the hospice movement in the United States and was a leader in the field of palliative and end of life care. Zelda Foster taught in the Silver School of Social Work's Post-Masters Certificate Program in Palliative and End of Life Care since its inception. Zelda died in July of 2006 and the Silver School of Social Work, with the support of Zelda's family and friends, has established this program in her honor. Its mission is to develop and mentor social work leaders in the areas of clinical practice, education, research, publication and administration.

This initiative is a three year program which includes an enhanced field learning experience, mentorship and continuing education.

Six Advanced Concentration students will be selected as the "Zelda Foster Fellows." All students will be placed in palliative and end of life settings, which could include hospitals, hospices, and nursing homes. All students will be required to attend six regularly scheduled seminars which will supplement field learning. Agencies must agree to release students for these seminars and the hours are counted as part of the field placement hours.

After graduation, all fellows working in a palliative or end of life care setting will receive a year of mentorship. Mentors will be selected from the graduates of our Post-Masters Certificate Program. The goal of the mentorship year is to provide support and guidance, which Zelda believed new social workers need due to the special challenges of this work.

After completing the mentorship year, fellows will be granted preferential admission and scholarships to our Post-Masters Certificate Program in Palliative and End of Life Care.

## **V. EVIDENCE-BASED PRACTICE FOR PEOPLE WITH SEVERE MENTAL ILLNESS PROJECT**

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NYU's Silver School of Social Work, with support from the New York State Office of Mental Health, is offering a leading-edge, comprehensive program in Evidence-Based Practices in Mental Health treatment for people with severe mental illness. MSW students accepted into the Evidence-Based Practice (EBP) program are provided opportunities to work in specialized field placements, take part in the EBP in Mental Health Seminar course, and have specialized colloquia with a faculty mentor with expertise in EBP.

This advanced practice course is aimed at developing knowledge and skills necessary for working with consumers diagnosed with serious mental illnesses, using recovery-oriented evidence-based practices such as assertive community treatment, wellness self-management, supported employment, family psycho-education, integrated dual disorders treatment, motivational interviewing, social skills training, and medication management intervention. In the internships students will learn practice skills that have been proved through clinical research to be effective and preparation to enter a changing workforce by preparing them to deliver some of the most advanced skill-based interventions. Four colloquia during the academic year will provide students with individualized attention to facilitate the integration of EBP coursework and the experiences gained through their internships.

Students completing all three aspects of the project (EBP course, field placement and colloquia) receive an Office of Mental Health certificate indicating that they have completed training in the EBPs in Mental Health Project and receive a financial reward.

## **VI. POLICY PRACTICE PROGRAM**

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### **POLICY/PRACTICE FIELD OPTION**

In response to the changing needs of the field, as well as expressed student interest in experiencing directly the relations between direct practice and policy practice activities, the faculty of the field learning and social policy curriculum areas have developed placements for second year students to provide opportunities to learn the interrelationship between direct practice and policy. The placements provide opportunities to examine the policy-related context of direct practice, and to affect agency and service policy. Students spend part of their time in clinical practice and also participate in policy practice activities including community organization; coordination of services; grant writing; and program development, evaluation and

implementation. Agency settings have included hospitals, schools, criminal justice agencies and mental health centers; as well as preventive and child welfare settings and settings that serve the elderly.

For 2009-2010, approximately 25-30 students will be invited to participate in this program. Specific placement assignments will not be finalized until mid-July.

All participants are required to attend six regularly scheduled related enrichment seminars to supplement field learning and to give the student a theoretical framework. Enrichment seminars are on Friday mornings from 9:30-11:30 a.m. at the school. Agencies must agree to release students for these seminars and the hours are counted as part of the field placement hours.

### **POLICY/PRACTICE MENTAL HEALTH PRACTICE WITH OLDER ADULTS**

A limited number of field placements are available for advanced concentration students interested in participating in an innovative program focused on social work practice in geriatric mental health. The program, which is part of the Policy Practice program, aims to improve student competencies through an integrated field learning program with exposure to a continuum of geriatric mental health care settings (hospital, community and home), services (day treatment, crisis intervention, clinical case management, and assistance with healthcare, housing and other concrete services), and direct and policy practice skills (geriatric assessment, clinical case management, supportive counseling and group work, accessing and linking to resources, community outreach and education, program planning and analysis, advocacy, and research). Based on his/her identified learning needs and interests, each student will be placed in a core field placement and rotate to several additional placements over the course of the year. Program placements emphasize direct practice to broaden and deepen clinical skills with older adults, and provide opportunities to examine the policy-related context of practice and affect change in programs, services and public policy.

#### If selected for this field learning program, you will:

- learn the fundamental knowledge, skills and values necessary for working with older adults living with mental illness and their families
- attend six colloquia\* designed to integrate clinical practice with program planning, policy and research
- participate in two courses on social work practice with older adults and their families
- receive a modest stipend for your participation; *and*
- upon successful completion of the year, receive a certificate documenting your completion of the program, and guidance around finding employment in geriatric social work.

\*Colloquia are scheduled on Friday mornings from 9:30-11:30am at 1 WSN. Field agencies agree to release students for these seminars, and to count the hours as field placement hours.