YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK

Tele-Social Work with Individuals, Families, Groups, and Communities
SWK SWK 6710

Summer 2020

I.   COURSE DESCRIPTION

Tele-Social Work with Individuals, Families, Groups, and Communities is designed to enhance the knowledge and skill of integrating technology into clinical Social work. As tele-health technologies have become more sophisticated and affordable, they have expanded opportunities for behavioral and mental health professionals to provide quality care. Tele-mental health now encompasses the full range of services, including assessment, treatment delivery, psychoeducation, supervision, and consultation. Many of the skills needed for competent tele-practice are the same as those provided in conventional in-office care. Social workers are not only providing tele-mental health services in the present context. They are also providing tele-social work services in the present context. In addition, educational, non-profit, and corporate settings have been working remotely in various settings and well before the current coronavirus pandemic. Physical distance, as well as technology itself, can create opportunities for safe and far reaching practices as well as challenges to safe and ethical practice. This course will address the use of technology in social work practice in various domains – with individuals, families, groups, organizations, communities, and with a range of populations. Tele-social work practice in the context of the current COVID-19 pandemic will be examined.

This course was developed by Dr. Flaherty, Dr. Glassman, and Dr. Becker.

II.   COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies: 1, 2, 4, 6, 7, 8, 9

Competency 1:
Demonstrate ethical and professional behavior
- o   Students understand the values of the profession and the application of ethical principles in the practice of tele-social work

Competency 2:
Engage diversity and difference in practice
- o   Students understand how diversity affects the practice of tele-social work, especially with regard to making social work resources more available to underserved populations.

Competency 4:
Engage in practice-informed research and research-informed practice
- o   Students show ability to practice within guidelines of evidence regarding the efficacy of particular tele-social work interventions and modalities

Competency 6:
Engage with individuals, families, groups, organizations and communities
- o   Social workers understand the engagement process as it applies to the use of tele-

social work with micro, mezzo, and macro systems.

Competency 7:

Assess with individuals, families, groups, organizations, and communities
- o Students demonstrate understanding of assessment of individuals, families, groups, organizations and communities as it is applied to tele-social work practice.

Competency 8:

Intervene with individuals, families, groups, organizations, and communities
- o Students show understanding of best intervention practices with individuals, families, groups, organizations, and communities in the application of tele-social work practice.

Competency 9:

Evaluate practice with individuals, families, groups, organizations, and communities
- o Students utilize evidence to evaluate tele-social work practice.

III.   <u>INSTRUCTIONAL METHODS</u>

This course is taught with didactic lecture, class presentations, class discussion, audiovisual teaching tools and role-plays. Required articles are available online from the electronic reserves of the Pollack library. The course password to access them is Wurzweiler.

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspect of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is causally related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES
Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

E-RESERVE   E-RES Code: wurzweiler
What is eReserve?
EReserve (Electronic Reserve) is Yeshiva University's on-line web-based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I use eReserve?
1. Go to the library's online resources page: http://www.yu.edu/libraries/
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off
Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at
www.adobe.com/products/acrobat/readstep2.html

REQUIRED TEXTS

Required Texts:

Jessica Stone (Ed.) (2019*). Integrating Technology into Modern Therapies: A Clinician's Guide to Developments and Interventions* 1st Edition, NY: Routledge

Haim Weinberg & Amon Rolnick (Eds.) (2020). *Theory and Practice of Online Therapy: Internet-Delivered Interventions with Individuals, Families, Groups, and Organizations.* (Kindle Edition), NY: Routledge

Suggested Texts:

Marlene M. Maheu, Myron L. Pulier, Frank H. Wilhelm, Joseph P. McMenamin, Nancy E. Brown-Connon (2011). *The Mental Health Professional and the New Technologies: A Handbook for Practice Today* 1st Edition. NY: Taylor & Francis

Course Readings
Required readings are to be read before the class in which they are assigned. These
readings are either in the required textbooks or on Reserves. The suggested readings, which
appear in certain modules, are not required, but are listed simply to provide additional resources
about select topics.

IV.   COURSE ASSIGNMENTS

GRADING CRITERIA

A letter grade (A, A-, B+, B, B-, C+, C or F) will be given based on:
    Quality and scholarship of written assignments-75%

Experiential Tele-Social Work Assignment (30% of your grade)

Learning goals: Competency 1, 2, 6, 7

The purpose of this assignment is to provide an experiential opportunity to put into practice the
concepts and approaches to working remotely with clients embedded in this course

- For this assignment you need to pair up with a classmate for a recorded role-play. Each of
  you will take a turn playing the client and the worker using a case provided by your
  professor.

- Identify two modalities for working remotely with this case. One must be live such as zoom
  or skype; the other should be asynchronous such as through email, or text.

- In your role-play through Zoom or Skype, demonstrate your ability to integrate the concepts
  we have discussed including attention to the environment, creating a presence, building
  relationship, use of skills and addressing ethical issues. Make sure to record the role-plays

- Each student will write up a modified narrative form process recording of their own role as
  worker make sure to the literature to support your work
  Include:
    o Identify the client, the issue the referral
    o Preparation
    o Narrative
    o What you were trying to accomplish.
    o Self-awareness – what were you feeling
    o Self-evaluation – what worked, what did not work
        ▪ What did you learn?
    o What ethical or value concerns came up?
    o What would you do differently?

- Attach a copy of the asynchronous interaction where you were the worker
- Upload a recording of the live interaction where you were the worker

    This assignment requires that the student use professional references, required texts, including
    peer-reviewed journal articles, and material from suggested readings and related
    readings. The modified process recording must integrate the literature. APA, 6 or 7 is also

required throughout the paper and on the Reference page.
Experiential Tele-Social Work Written Assignment (45% of your grade)

Learning goals: Competency 1, 2, 4, 6, 7, 8, 9

The focus of this assignment is to examine a client on your caseload, or someone you have worked with at an earlier time, with using some of the tele-social work approaches covered in this course. If you have not been in field work, see instructor for a case.

- Select a case (individual, couple, group, family or community) that would be appropriate for a tele-social work intervention. If you do not have a case, see instructor for a case.

- Make sure you cover two modalities for tele-social work with this case. One must be live such as zoom or skype; the other should be asynchronous such as through email, or text.

- For each modality, using the professional literature discuss your assessment of the appropriateness for using the tele-social work approach
  - Consider issues to be addressed using each of the two modalities
  - Describe how you would use each one
    - Include goals you hope to achieve
  - Identify the challenges you foresee and ideas for addressing these
  - What ethical or value issues might concern you

- Reflect on what lessons you used from your midterm assignment that were incorporated into your tele-social work approach in this assignment.

- Speak to your comfort level in using a remote approach to your work as you move forward

This assignment requires that the student use professional references, required texts, including peer-reviewed journal articles, and material from suggested readings and related readings. The modified process recording must integrate the literature. APA, 6 or 7 is also required throughout the paper and on the Reference page.

Quality of class participation and attendance-25%

This course complies with Commissioner's Rule 50.1(o) for time on task for a three-credit course.

Additional 50 minutes of discussion takes place on canvas after each session.
Professor will post questions and prompts for students to consider and respond to every week/session.

V.   COURSE OUTLINE

UNIT I: Introduction to Concepts, Principles, Benefits and History of Tele-mental Health and Tele-Social Work – Sessions 1, 2, 3

Learning Themes:
Students will learn historical context and relevant Terminology for Tele-social work. They will

consider the similarities and differences between tele-social work and tele-therapy. Students will consider the impact of distance in the relationship and the necessity for honing professional focusing skills, engaging when participants do not witness each other's full body, and for creating a professional rather than personal setting. Special emphasis will be made on the application of social work values and ethics. Tele-social work practice in the context of the current COVID-19 pandemic will be considered.

Required Readings:
Stone:
Introduction,
Part 1, Overview of the Use of Technology in psychotherapy;
Ch. 1, The screen door – Thinking about technology in psychotherapy (includes case studies of child therapy)

Weinberg & Rolnick:
Introduction
Section 1 – General Considerations for Online Therapy
Ch. 1 Introduction to the General Considerations Section: Principles of Internet-Based Treatment
Ch. 3 Empathy in Cyberspace - The Genie Is Out of the Bottle
Ch. 4 Sensorimotor Psychotherapy from a Distance – Engaging the body, Creating presence, Building relationship in Videoconferencing
Ch. 5. The Clinic Offers No Advantage over the Screen, for Relationship is Everything

Suggested Readings:
Nagarajan, M., & Yuvaraj, S. Mental health counsellors' perceptions on use of technology in counselling. *Current Psychology*, 1-7.

UNIT II: Overview of Tele-Social Work Technologies (phone, text, computer, etc.) Netiquette, Sessions 4, 5

Learning Themes:
Differences between synchronous and asynchronous technologies will be reviewed. Students will consider application of various technologies, especially in relation to client population and agency function. Special consideration will be given to issues in maintaining professionalism in written communications

Required Readings:
Stone:
Ch. 3, Replacing hesitancy and doubt with competence and skill
Ch. 4 Therapy in the Digital Age
Ch. 6, Therapeutic texting

Weinberg & Rolnick:
Ch. 11. Digital Dialectics: Navigating Technology's Paradozes in Online Treatment

Suggested Readings:
Maskey, M., Lowry, J., Rodgers, J., McConachie, H., & Parr, J. R. (2014). Reducing specific phobia/fear in young people with autism spectrum disorders (ASDs) through a virtual reality environment intervention. *PloS one*, *9*(7), e100374.

UNIT III: Ethical, Legal, and Other Risk Management Considerations Sessions 6, 7

Learning Themes:
This unit will focus on establishing an ethical and legal tele-social work practice. Guidelines for technology selection will be discussed along with legal and ethical guidance on appropriate technology choices, including confidentiality, Practice considerations will be reviewed in relation to tele-social work with individuals, families, and groups. informed consent and disclosure. Ethics of telehealth practice, ethics in social media based marketing approaches, and other risk management considerations will be discussed.

Required Readings:
Weinberg & Rolnick:
Ch. 7 Practical considerations for online individual therapy
Ch. 12 Practical considerations for online couple and family therapy
Ch. 17 Practical considerations for online group therapy

Chaet, D., Clearfield, R., Sabin, J. E., Skimming, K., & Council on Ethical and Judicial Affairs American Medical Association (2017). Ethical practice in Telehealth and Telemedicine. *Journal of General Internal Medicine*, *32*(10), 1136–1140. Doi: 10.1007/s11606-017- 4082-2

Suggested Readings:
Drago, A., Winding, T. N., & Antypa, N. (2016). Videoconferencing in psychiatry, a meta-analysis of assessment and treatment. *European Psychiatry*, *36*, 29-37.

Reamer, F. G. (2018). Evolving standards of care in the age of cybertechnology. *Behavioral Sciences & the Law*, *36*(2), 257-269.

Jill Savege Scharff (2018)   *Psychoanalysis Online 3: The Teleanalytic Setting* (Kindle Edition), NY: Routledge.
Ch. 1

Barnett, J. E., & Kolmes, K. (2016). The practice of tele-mental health: Ethical, legal, and clinical issues for practitioners. *Practice Innovations*, *1*(1), 53.

Nittari, G., Khuman, R., Baldoni, S., Pallotta, G., Battineni, G., Sirignano, A., ... & Ricci, G. (2020). Telemedicine Practice: Review of the Current Ethical and Legal Challenges. *Telemedicine and e- Health*.

Lustgarten, S. D., & Colbow, A. J. (2017). Ethical concerns for telemental health therapy amidst governmental surveillance. *American Psychologist*, *72*(2), 159.

UNIT IV: Providing Direct Clinical Care (Engagement, boundary setting, use of professional self, assessment, diagnosis, treatment planning, interventions and termination) Application to specific populations Sessions 8, 9, 10

Learning Themes:
This unit focuses on the use of tele-social work in dealing with trauma, and crisis intervention in particular. Focus will be on engagement, assessment and planning for and conducting intervention in tele-social work with children and adolescents, couples, and families, as well as with

organizations. Lessons learned during the current ongoing COVID-19 pandemic with regard to organizational practice will be reviewed.

Required Readings:
Stone
Ch. 9, Tech, Trauma Work and the Power of Titration
Ch. 11. "See, I can focus." How Videogames can enhance memory and Self-Control for Children with ADHD

Weinberg & Rolnick
Section 2 Online Couple and Family Therapy
Ch. 9 Intro to online couple and family
Section 4 – Online Organizational Consultancy
Ch. 18 Introduction to the Online Organizational Consultancy Section
Ch. 22 practical considerations for online organization consultancy

Suggested Readings:
Stone
Ch. 10 Utilizing Technological Interventions with Children and Adolescents with Autism Spectrum Disorder - ASD
Ch. 12 Connecting with Gifted People, Using Technology in Mental Health

Kathleen I. Crum and Jonathan S. Comer. (April 2016) Using Synchronous Videoconferencing to Deliver Family-Based Mental Healthcare, Journal of Child & Adolescent Psychopharmacology 25(3)

UNIT V: Best practice for Specific populations (groups, families, couples, children) Sessions 11, 12

Learning Themes:
This unit will continue to focus on tele-social work practice, particularly on engagement, assessment and planning for and conducting intervention with groups, families and couples, and organizations.

Required Readings:
Weinberg & Rolnick:
Ch. 10 Internet delivered therapy in couple and family work
Section 3 Online group therapy
Ch. 13 introduction to the online group therapy section
Ch. 17 practical considerations for online group therapy

Suggested Readings:
Weinberg & Rolnick:
Ch. 14 Interview with Molyn Leszcz
Ch. 15 Creating a theory for group

Phelps, C., Minou, M., Baker, A., Hughes, C., French, H., Hawkins, W., & Hutchings, P. B. (2017). Necessary but not sufficient? Engaging young people in the development of an avatar-based online intervention designed to provide psychosocial support to young people affected by their own or a family member's cancer diagnosis. *Health Expectations*, *20*(3), 459-470.

Drago, A., Winding, T. N., & Antypa, N. (2016). Videoconferencing in psychiatry, a meta-analysis of assessment and treatment. *European Psychiatry*, *36*, 29-37.

Shore, J. H. et al. (2018). Best practices in videoconferencing-based telemental health April 2018. Telemedicine and e-Health, 24(11), 827-832.

UNIT VI: Safety Planning and Emergency Management (Session 13)

<u>Learning Themes:</u>
This unit addresses emergency planning protocols including working with emergency services remotely, assessing clients for clinical appropriateness for tele-social work or tele-mental health, planning for safety according to client needs and creating backup communication plans for when the primary method fails.

<u>Required Readings:</u>
Reamer, F. G. (2015). Clinical social work in a digital environment: Ethical and risk-management challenges. *Clinical Social Work Journal*, *43*(2), 120-132.

Tarlow, K. R., Johnson, T. A., & McCord, C. E. (2019). Rural status, suicide ideation, and telemental health: Risk assessment in a clinical sample. *The Journal of Rural Health*, *35*(2), 247-252.

<u>Suggested Readings:</u>
Reamer, F. G. (2018). Evolving standards of care in the age of cybertechnology. *Behavioral Sciences & the Law*, *36*(2), 257-269.

UNIT VII: Tele-supervision and Training in Tele-Social Work Practice (Session 14)

<u>Learning Themes:</u>
Focus of this unit is on the range of roles social work graduates assume once entering the work force. These include being a supervisee and a supervisor to staff. This unit aims to prepare students' abilities to reflect on a range of uses of self within tele-social work practices.

<u>Required Readings:</u>
Stone:
Ch. 5, Accessibility of quality supervision

Weinberg & Rolnick:
Ch. 6 Cybersupervision in psychotherapy

Borcsa, M., & Pomini, V. (2017). Virtual relationships and systemic practices in the digital era, *Contemporary Family Therapy*, 39, 239-248.

<u>Suggested Readings:</u>
Allen, A. A., & Faris, K. M. (2017). Telemental Health in Emergency Settings: "Smart Practices" for Community Services Boards Learned from the Field.

BIBLIOGRAPHY

Allen, A. A., & Faris, K. M. (2017). Telemental Health in Emergency Settings:"Smart Practices" for Community Services Boards Learned from the Field.

Borcsa, M., & Pomini, V. (2017). Virtual relationships and systemic practices in the digital era, *Contemporary Family Therapy*, 39, 239-248.

Derrig-Palumbo, K. & Zeine, F. (2005) *Online Therapy: A Therapist's Guide to Expanding Your Practice*, N.Y.: W.W. Norton

Mahew, M., Pulier, M.L. Wilhelm, F. H., McMenamin, J.P. Brown-Connolly, N. E.(2005) NY: Taylor & Francis The Mental Health Professional and the New Technologies: A Handbook for Practice Today, N.Y: Taylor & Francis

Backhaus, A.; Agha., Maglion, M.L., Repp, A., Ross, B. Zuest, D., . . . Throp, S.R. (2012) Videoconferencing psychotherapy: A systemic review. *Psychological Services, 9(*2):111-131. doi: 10.1037/a0027924

Eonta, A. M., Christon, L. M., Hourigan, S. E., Ravindran, N., Vrana, S. R., & Southam-Gerow, M.A. (2011). Using everyday technology to enhance evidence-based treatments. *Professional Psychology: Research and Practice, 42(*6), 513-520. Doi:10.1037/a0025825

Kramer, G. M, Kinn, J. T., & Mishkind, M. C. (2015). Legal Regulatory and Risk Management Issues in the Use of Technology to Deliver Mental Health Care. *Cognitive and Behavioral Practice 22* 258-268. www.Sciencedirect.com

Lester, D. (2006). E-therapy: Caveats from experiences with telephone therapy. *Psychological Reports, 99,* 894-896. Doi:10:2466/PRO.99.7.894-896

Lustgarten, S.D., & Colbow, A.J. (2017). Ethical concerns for telemental health therapy amidst government surveillance. *Americal Psychologist, 72*(2), 159-170 doi:10.1037/a0040321

Luxton, D.D., Pruitt, L.D., Wagner, A., Smolenski, D. J., Jenkins-Guarnieri, M.A., & Gahn, G. (2016). Home-based telebehavioral health for U.S. military personnel and veterans with depression: A randomized control trial. *Journal of Consulting and Clinical Psychology, 84*(11), 923-924. Doi:1037/ccp0000135

Mallen, M.J., Day, S. X., & Green, M.A. (2003). Online verse face-to-face conversations: An examination of relational and discourse variables. *Psychotherapy: Theory, Research, Practice, Training, 40*(1/2), 155-163. doi: 10.1037/0033-3204.40.1/2.155

McMinn, M.R., Bearse, J., Heyne, L.K., Smithberger, A., & Erb, A.L. (2011). Technology and independent practice: Survey findings and implications. *Professional Psychology: Research and Practice, 42*(2), 176-184. doi:10.1037/a0022719

Morgan, R.D., Patrick, A.R., & Magaletta, P.R. (2008). Does the use of telemental health alter the treatment exercise? Inmates' perceptions of telemental health verse face-to-face treatment modalities. Journal of Consulting and Clinical Psychology, 76(1), 158-162. Doi:10.1037/0022-006X/76.1.158

Munchel, B. F. (2015). *Exploratory study of counseling professionals' attitudes towards distance clinical supervision* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (1750996898)

Reamer, F. G. (2018). Evolving standards of care in the age of cybertechnology. *Behavioral Sciences & the Law*, *36*(2), 257-269.

Reamer, F. G. (2015). Clinical social work in a digital environment: Ethical and risk-management challenges. *Clinical Social Work Journal*, *43*(2), 120-132.

Ritterband, L. M., Gonder-Fredrick, L.A>, Cox, D.J., Clifton, A.D., West, R.W., & Borowitz, S.M. (2003). Internet interventions: In review, in use and into the future. *Psychotherapy: Theory, Research, Practice, Training, 40*(1/2), 527-534. Doi: 10.1037/0033-3204.40.1/2.527

Shore, J. H. et al. (2018). Best Practices in Videoconferencing-Based Telemental Heath. *Telemedicine and e-Health, 24*(11). 827-838

Sloane, N.C., Reese, R.J., & McClellan, M.J. (2012). Telepsychology outcome research with children and adolescents: A review of the literature. *Psychological Services, 9*(3). 272-292. doi:10.1037/a0027607

Swenson, J.E., Smothermon, j., Rosenblad, S.R., & Chalmers, B. (2016). The future is here: Ethical pratices of telemental health. Journal of Psychology ad Christianity, 35(4), 310-319. https:www.questia.com/library/p62578/journal-of-psychology-and-christianity

Tarlow, K. R., Johnson, T. A., & McCord, C. E. (2019). Rural status, suicide ideation, and telemental health: Risk assessment in a clinical sample. *The Journal of Rural Health*, *35*(2), 247-252.

VandenBos, G. R., & Williams, S. (2000). The internet verses the telephone: What is telehealth, anyway? *Professional Psychology: Research and Practice, 31,* 490-492. doi:10.1037%2F0735-7028.31.5.490

Wells, M., Mitchell, K.J., Finkelhor, D. & Becker-Blease, K.A> (2007). ON-line mental health treatment: Concerns and Considerations. *CyberPsychology & Behavior, 10*, 453-459. doi: 10.1089/cpb.2006.9933

Wierwille, J.L., Pukay-Martine, N.D., Chard, K.M. & Klump, M.C. (2016). Effectiveness of PTSD telehealth treatment in a VA clinical sample. *Psychology Services, 13*(4), 373-370. doi:10.1037/ser0000106

Wilson, J.B., & Schild, S. (2014). Provision of mental health care services to deaf individuals using telehealth. *Professional Psychology: research and Practice, 45*(5), 324-331. doi:10.1037/a0036811

Witt, K.J., Oliver, M., & McNicholos, C. (2016). Counseling via avatar: Professional practice in virtual worlds. *International Journal for the Advancement of Counselling, 38*(3*)*, 218-236. Doi:10.1007/s10447-016-9269-4